

1940

## **A Study of the High School and Post-High School Careers of the Non-College Graduates, Newport News High School, Class of 1925, and the Implications Therein, for the Educational Program**

Lamar Rush Stanley  
*College of William & Mary - School of Education*

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Secondary Education Commons](#)

---

### **Recommended Citation**

Stanley, Lamar Rush, "A Study of the High School and Post-High School Careers of the Non-College Graduates, Newport News High School, Class of 1925, and the Implications Therein, for the Educational Program" (1940). *Dissertations, Theses, and Masters Projects*. Paper 1539272147.

<https://dx.doi.org/doi:10.25774/w4-6q5k-zb14>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).

**A STUDY OF THE HIGH SCHOOL AND POST-HIGH SCHOOL CAREERS  
OF THE NON-COLLEGE GRADUATES, NEWPORT NEWS HIGH SCHOOL,  
CLASS OF 1925, AND THE IMPLICATIONS THEREIN,  
FOR THE EDUCATIONAL PROGRAM**

**by**

**Lamar R. Stanley**

**SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF THE  
COLLEGE OF WILLIAM AND MARY  
FOR THE DEGREE  
MASTER OF ARTS  
1940**

## ACKNOWLEDGEMENTS

So many persons, interested in the problems connected with new responsibilities in the field of secondary education, have contributed to the inspiration of this modest study that it would be impossible to mention all of them. I desire, however, to express my appreciation of the kindly and patient guidance received from my advisory committee, Dr. Kremer J. Hoke, Dr. George H. Armacost, and Mr. J. Wilfred Lambert. Especial appreciation is due Dr. Hoke, since his was the original suggestion that led to the undertaking of the study from a point of view which considered the high school as "the peoples' college."



# LIST OF TABLES

	Page
Table I. Growth of Public High Schools from 1890 to 1936 by Ten Year Periods . . . . .	10
Table II. Percentage of Population Gainfully Employed in Newport News, Va., Lynchburg, Va., and Muncie, Ind., United States Census, 1930 . . . . .	24
Table III. Persons Engaged in Gainful Occupations, City of Newport News, Va., 1930 . . . . .	25
Table IV. Persons Engaged in Gainful Occupations, City of Lynchburg, 1930 . . . . .	26
Table V. Increases in City and High School White Populations, 1900 to 1935, Newport News, Virginia . . .	33
Table VI. Original Curriculum, Newport News High School, 1896-1915 . . . . .	35
Table VII. Curricula Offered in the Newport News High School, 1935 . . . . .	36
Table VIII. Graduates in Various Curricula, by Five Year Periods, 1915-1935, Newport News High School .	37
Table IX. Number and Per Cent of Graduates Entering College, Newport News High School, by Five Year Periods, 1920-1935 . . . . .	37
Table X. Distribution of 163 High School Graduates as to College Entrance . . . . .	42
Table XI. Occupational Status of 102 Non-College High School Graduates, Class of 1925, in 1935 . . . . .	42
Table XIa. Grade Averages for College and Non-College Graduates . . . . .	55
Table XIb. Distribution of College and Non-College Boys According to Lower, Middle, and Upper Thirds of Scholastic Range . . . . .	55
Table XII. Distribution of 67 Male High School Graduates According to Curricula . . . . .	56
Table XIII. Total and Average Number of Units Taken by College and Non-College Boys in Mathematics, Foreign Language, Science . . . . .	59
Table XIV. Distribution of 26 College and 35 Non-College High School Graduates, Boys, According to Department Grades . . . . .	61

# LIST OF TABLES (Cont.)

	Page
Table XV. Distribution of College and Non-College Female Graduates in Lower, Middle, and Upper Thirds of Scholastic Rank in Class . . . . .	64
Table XVI. Distribution of 99 Female High School Graduates According to Curricula . . . . .	65
Table XVII. Total and Average Number of Units Taken by College and Non-College Girls in Mathematics, Foreign Language and Science . . . . .	66
Table XVIII. Distribution of 40 College Preparatory and 59 Non-College High School Graduates, Girls, According to Department Grades . . . . .	68
Table XIX. Occupational Distribution of 57 High School Graduates Ten Years after Graduation . . . . .	74
Table XX. Occupational Distribution of 35 Male High School Graduates Ten Years after Graduation . . . . .	76
(There is no Table XXI.)	
Table XXII. Distribution of College and Non-College Graduates-Boys-According to Lower, Middle, and Upper Thirds of Scholastic Range . . . . .	78
Table XXIII. Scholarship Grade Ranges and Averages of 35 Male High School Graduates, According to Occupational Groups . . . . .	79
Table XXIV. Distribution of 35 Male High School Graduates According to Occupation and Location in Upper, Middle, and Lower Thirds in Scholarship . . . . .	79
Table XXV. Stability in Employment as Indicated by Number of Years with Last Employer . . . . .	80
Table XXVI. Range of Income and Average Income for 35 Male High School Graduates Ten Years after Graduation . . . . .	82
Table XXVII. Distribution of 35 Male High School Graduates According to Lower, Middle, and Upper Thirds in Scholarship and in Range of Income . . . . .	84
Table XXVIII. Distribution of 35 Male High School Graduates According to Lower, Middle, and Upper Thirds in Income and in Scholarship . . . . .	85
Table XXIX. Occupational Distribution of 22 Female High School Graduates 10 Years after Graduation . . . . .	86

# LIST OF TABLES (Cont.)

	Page
Table XXX. Distribution of Employed and Married Non-College Female High School Graduates According to Lower, Middle, and Upper Thirds of Scholastic Rank . . . . .	88
Table XXXI. Grade Ranges and Average Grades of 22 Female High School Graduates by Occupational Groups . . . . .	89
Table XXXII. Distribution of 22 Female High School Graduates According to Occupation and Position in Lower, Middle, and Upper Thirds in Scholastic Standing of Employed Group . . . . .	89
Table XXXIII. Stability in Employment as Indicated by Number of Years with Last Employer . . . . .	90
Table XXXIV. Progress in Employment as Indicated by Number of Promotions . . . . .	90
Table XXXV. Range of Income and Average Income for 22 Female High School Graduates, 10 Years after Graduation . . . . .	91
Table XXXVI. Distribution of 22 Female High School Graduates According to Lower, Middle, and Upper Thirds in Range of Income and Scholarship . . . . .	92
Table XXXVII. Distribution of 22 Female High School Graduates According to Lower, Middle, and Upper Thirds in Scholarship and Range of Income . . . . .	92a

# TABLE OF CONTENTS

	Page
CHAPTER I. STATEMENT OF THE PROBLEM . . . . .	1
Purpose and Scope of the Study . . . . .	1
The Problem . . . . .	3
Historical Background of the Problem . . . . .	4
Related Studies . . . . .	13
Summary . . . . .	16
CHAPTER II. COMMUNITY AND SCHOOL BACKGROUND . . . . .	18
The City of Newport News . . . . .	18
Location . . . . .	18
Community Characteristics . . . . .	18
Population . . . . .	22
Occupational Information . . . . .	23
Social Service Organizations . . . . .	27
Religious Organizations . . . . .	28
General Cultural Agencies . . . . .	29
Benevolent and Fraternal Orders . . . . .	31
Development and Organization of the Newport News High School . . . . .	31
Growth . . . . .	33
Organization and General Characteristics . . . . .	34
Curricula . . . . .	35
Extra-Curricular Activities . . . . .	38
Criteria of the School . . . . .	39
Summary . . . . .	39
CHAPTER III. COLLECTION AND TREATMENT OF DATA . . . . .	41
Selection of Graduates for Study . . . . .	41
Collection of Data . . . . .	43
Treatment of Data . . . . .	43
Report on Post-School Career . . . . .	51
CHAPTER IV. EDUCATIONAL CHARACTERISTICS OF NON- COLLEGE HIGH SCHOOL GRADUATES . . . . .	53
Scholastic Standing of Non-College Boys . . . . .	54
Final Standing in Subject Grades . . . . .	54
Levels in Scholarship for Boys . . . . .	55
Selection of Curricula by Boys . . . . .	56
Election of Courses in Mathematics, Foreign Language, and Science . . . . .	58
School Citizenship of Boys . . . . .	59
Participation in Extra-Curricular Activities . . . . .	59
Department Grades of Boys . . . . .	60
Number of Years Spent in High School and Age . . . . .	62
Scholastic Standing of Non-College Girls . . . . .	63
Final Standing in Subject Grades for Girls . . . . .	63
Levels in Scholarship for Girls . . . . .	63
Selection of Curricula by Girls . . . . .	64
Election of Courses in Mathematics, Foreign Languages, and Science by Girls . . . . .	65

	Page
School Citizenship of Girls . . . . .	66
Participation in Extra-Curricular Activities .	66
Department Grades . . . . .	67
School Attendance and Punctuality . . . . .	68
Number of Years Spent in High School . . . . .	69
Average Age of Girls . . . . .	69
Summary: . . . . .	70
Educational Characteristics of High School Graduates Who Did Not Enter College . . . . .	70
 CHAPTER V. OCCUPATIONAL AND CIVIC STATUS . . . . .	 73
Occupational Distribution . . . . .	73
Occupational Distribution of Males . . . . .	76
Relation of Occupation and Scholastic Standing . .	78
Occupational Success - Male . . . . .	80
Relation of Success of Male High School Graduates in School and in Occupation . . . . .	83
Occupational Distribution of Females . . . . .	86
Occupational Success - Female . . . . .	89
The Relation of Success in School and Success in Occupation as Measured by Income, for Females .	92
Contribution to the Community . . . . .	93
Summary: . . . . .	95
Occupational and Civic Status of Non-College High School Graduates . . . . .	95
 CHAPTER VI. EXPRESSIONS FROM THE GRADUATES CONCERNING THEIR HIGH SCHOOL TRAINING . . . . .	 98
Favorite Recreations Reported by Graduates . . . . .	105a
 CHAPTER VII. CONCLUSIONS AND IMPLICATIONS FOR THE SCHOOL	106
 BIBLIOGRAPHY . . . . .	 120

A STUDY OF THE HIGH SCHOOL AND POST HIGH SCHOOL CAREERS OF THE  
NON-COLLEGE GRADUATES, NEWPORT NEWS HIGH SCHOOL,  
CLASS OF 1925, AND THE IMPLICATIONS  
THEREIN FOR THE EDUCATIONAL PROGRAM.

CHAPTER I

STATEMENT OF THE PROBLEM

Purpose and Scope of The Study

This study is an analysis of a small section of material which is illustrative of a definite problem in American secondary education. This problem appears in questions which arise by reason of the presence in American high schools of large numbers of pupils for whose varying interests and abilities the traditional curricula have seemed ill adapted. These pupils may be characterized by the statement that they are those who do not contemplate preparation for college, but who will enter the daily walks of life immediately after graduation from high school. In an effort to develop a program which would meet the diverse interests, levels of ability, and future needs of these pupils, the high school has added to the traditional college preparatory curriculum, training in vocational fields, courses in the traditional subjects which are differentiated in required standards, courses in public speaking, drama, music, and other so-called practical fields. The objectives of these courses point to a conception of the high school as a finishing school - the people's college - with reference to a large section of the population.

As will be pointed out later in this chapter, the American high school has experienced a tremendous influx of pupils during the past quarter of a century. This influx has come largely from youth who formerly would have been employed in industry or business and who expect to return to industrial or business life after school. The needs of such youth may differ from those of pupils who seek traditional college preparatory training since a college career represents one type of experience and entrance into the daily walks of life, there to seek economic and social adjustment, a different type of experience. Training for both are legitimate functions of the secondary school, as dictated by public demand, but it has been questioned as to whether the service for the non-college group is as definitely organized in methods and objectives as is the program for college preparatory pupils. In the latter case the body of knowledge with which high school graduates should be equipped is well known; requirements in the direction of intellectual capacity, background, initiative and self-direction, have been established; a close integration has been developed between high school experience and college experience; the adaptation of high school courses of instruction to college purposes has been a matter of organized consultation between collegiate and secondary school authorities; and the well-organized high school follows its graduates to college with its guidance program. But in the case of the larger section of the high school population who leave school for immediate activities in adult society, the secondary program seems less definitely organized.

It would seem that a knowledge of the activities of these graduates, their characteristics in contact with the high school program, the interests and responsibilities they assume in the community, should be known in detail by the school and should constitute a determining factor in the organization of their high school training.

The recurrence of problems pertaining to the adjustment of the high school program to the needs of non-college pupils aroused in the writer a desire to inquire definitely into the characteristics of such pupils in school and in their careers after leaving school. The organization of this inquiry has taken shape in this study.

### The Problem

The problem is to determine the educational characteristics of a group of high school graduates who did not go to college and to make a parallel study of the status of the group in the community at the end of a period of ten years after graduation from high school. Specific attention was given the following questions:

1. What characteristics did the group show as to
  - a. Proportion of non-college graduates in entire class?
  - b. Scholastic standing of non-college graduates?
  - c. Choices of curricula and subjects?
  - d. School citizenship?
  - e. Age and acceleration or retardation in school?
2. What characteristics did the group show as to



- a. Choice of occupations?
  - b. Success in occupations?
  - c. Relation of success in school to success in occupations?
  - d. Marital relationships and establishment of homes?
3. What implications are there for the school in
- a. Adjustment of the school program to the educational characteristics of non-college pupils?
  - b. Guidance in choice of occupations and training for successful performance in business or industry?
  - c. Development of recreational activities suitable to post-school needs and opportunities?
  - d. Interpreting the needs of graduates in the light of their comments on high school training after ten years of experience.

#### Historical Background of the Problem

Evidence of the importance of the needs and interests of the section of the high school population represented by those pupils who do not go to college may be found in the history of secondary education in the United States. Professor I. L. Kandel in his History of Secondary Education uses the following quotation from Emerson in expressing the principle of equality of opportunity inherent in American education: "... the poor man, whom the law does not allow to take an ear of corn when starving, nor a pair of shoes for his frozen feet, is allowed to put his hand into the pocket of the rich and say, You shall educate me,

not as you will, but as I will: not alone in the elements but by further provision, in the languages, in sciences, in the useful and in the elegant arts. The child shall be taken up by the state and taught, at public cost, the ripe<sup>1</sup>st results of art and science."

Two considerations appear in the above quotation which may well be kept in mind by the student of present educational trends. The first is that America seems definitely committed to an inclusive, tax-supported, state-directed, system of public education, open to all classes of the population and extending beyond the elementary level. Charles H. Judd has pointed out that in the Common School early planned by the New England colonists there was expressed a determination not only that the new society "should not be divided into an upper class enjoying all the benefits of education, and a lower class utterly unschooled," but that the Common School should care for the children of all families through adolescence and even to the age of twenty-one.<sup>2</sup> The present general system of education in the United States is evidence of the persistence of that idea.

The second consideration referred to is expressed in the words of Emerson's poor man, "You shall educate me, not as you will, but as I will."<sup>3</sup> It is important that the development of American education be recognized as the expression of

---

1. I. L. Kandel, History of Secondary Education, New York, Houghton Mifflin Co., 1970, p. 450.

2. Chas. H. Judd, Changing Conceptions in Secondary Education, School Review 45: 103, Feb. 1937.

3. I. L. Kandel, op. cit., p. 450.

an urge from below; that is, from the general population, rather than as an extension of privilege from above. The history of American education would seem to indicate that the American temperament has never long tolerated a dual, or aristocratic, system of public education. From the days of the Common School in New England, public interest and support have turned toward that institution which offered democratic opportunity and which gave promise of ministering to public needs and interests. There may be discerned here also the persistent, though often obscure, conception of the secondary school as a finishing, rather than a preparatory school.

For at least three quarters of a century the people of the United States have been looking to the public high school for training which would facilitate their progress in the world in which they work, and for cultural experience which would enhance the values of life in that world. It may be of interest, in the light of this public scrutiny, to note certain factors in the development and decline of the two predecessors of the public high school. These were the Latin Grammar School and the Academy.

The idea of the New England Common School as inclusive from the primary grade to the upper levels was not far developed. The introduction of the Latin Grammar School, copied from the selective and aristocratic schools of the mother country, initiated the separation of elementary and secondary levels. This movement was completed by the introduction of the graded system and the age limits set up for enrollment. The Latin

Grammar School was introduced early in the colonial period and occupied the secondary field during the period which closed with the revolution against Great Britain. The curriculum was copied from the traditional programs of the older schools and in many instances headmasters and instructors were brought from England to install and carry on the work. The curriculum was college preparatory and was based on an intensive study of the Latin language. Schools were available to relatively few communities and then only to those families able to afford the necessary fees. It was but natural that the new country should have sought the best type of institution the mother land had to offer, even though the popularity of that institution was on the decline in its own land. The inherent characteristics of the Latin Grammar School, however, rendered it unable to satisfy the demands of the American population. The school was highly selective, the expense prohibitive, and the curriculum narrowly academic with little or no appeal to the great body of youth. Hence these schools came to be regarded as existing for the select few, with little to offer the general population. "Begun in the idealism of leaders the Latin Grammar School did not become popular. The curriculum could never have made to the public more than a sentimental appeal. At the beginning of the Revolution the Latin Grammar School was almost gone, even in New England."

---

4. Thos. H. Briggs, Secondary Education, New York, Macmillan Co., 1938, p. 74.

But the passing of the Latin Grammar School left still the need and demand for an institution for persons of secondary school age. The period between the Revolution and the War between the States saw the development of the academies. These schools arose in response to a demand for education which, in the words of Benjamin Franklin, "... should promote the welfare of its students when they go forth to the duties of active life." A broadened, non-classical program frankly endeavored to offer prospective pupils what they wanted. Monroe and Weber quote seventy-six subjects from the Annual Report of the Regents of the University of New York in 1836. These included "several aspects of mathematics, science, English, history, surveying, philosophy, commerce, law, ancient and modern languages, theology, drawing, painting, music, navigation, embroidery, and principles of teaching."<sup>5</sup>

This movement appears in the beginning as a broad conception of the function of secondary education with a definite attention to the interests of pupils who were going out from the schools into the affairs of practical life. The academy was definitely characterized as a finishing school, in the sense of giving its pupils the last formal training they should receive, but it failed in fulfilling the American ideal in two respects.

In the first place, as the institution became more firmly established the curriculum tended to concentrate upon the formal pursuits of the Latin Grammar School, although English

---

5. W. S. Monroe and O. F. Weber, The High School, Garden City, N. Y., Doubleday Doran & Co., 1929, p. 40.

and mathematics had by this time been admitted in the interests of liberalism. A distinction arose between those who followed the classical courses and those who did not, with, of course, a greater prestige attached to the former. Popular appreciation and support turned away as had been the case with the Latin Grammar School.

In the second place, the fact that the academies were tuition schools and that most of the pupils were boarding pupils detracted from their availability for the masses and led to the feeling that they were schools for the children of the wealthy, which in fact they tended to become. "The academy was not a popular institution; in spite of the contribution it had made, it was looked upon as being exclusive, snobbish, and an undemo-<sup>6</sup>cratic institution." In numbers and influence the academies waned until by 1890 they had virtually ceased to exist insofar as supplying a public need was concerned.

While the academies were flourishing, other movements were developing which kept alive the idea of a publicly supported institution which should minister to the needs of the general population. It was an age of expansion. The frontiers were rapidly rolled back to the Pacific Coast. There was a wide increase of wealth among artisans and business men who soon came to comprise a solid and powerful middle class. New states were established and the constitutions of these states embodied the democratic spirit of the times. The constitution of the new

---

6. Briggs, op. cit., p. 87.

state of Indiana in 1816 provided that: "It shall be the duty of the General Assembly, as soon as circumstances permit, to provide by law for a general system of education, ascending in regular gradations from township schools to a state university, wherein tuition shall be gratis and equally open to all." The city of Boston established the English High School in 1821, as a "seminary which should furnish the young men who are not intended for a collegiate course of studies and who have enjoyed the usual advantages of the public schools, with the means of completing a good English education or of fitting themselves for all the departments of a commercial life." The establishment of the public high school as a tax-supported institution, controlled by public authority and open to the children of all families, had reached a stage by 1860 which predicated successful competition with the academies, and after the War between the States public attention turned to the new institution as the popular means of advancement for American youth above the elementary system. The American ideal became a high school in every community and opportunity therein open to every child. The response to the new program was marked even before the impetus given to high school enrollment by the industrial conditions and labor legislation of the past decade.

Table I

Growth of Public High Schools from 1890 to 1936  
By Ten Year Periods

Year	1890	1900	1910	1920	1930	1936
No. of schools	2,526	6,005	10,213	14,326	18,116	25,652
No. of pupils	202,963	519,251	915,061	1,857,153	4,217,713	5,974,537

7. I. L. Kandel, op. cit., p. 425.

There are few communities in which a high school is not available to all youth who have completed the elementary course. Persons of appropriate age have enrolled in these schools in steadily increasing numbers until a substantial majority of the section of the general population is under the tutelage of the secondary system. Professor Briggs predicts a continuation of this increase in enrollment and attributes it to three factors: "Increasing faith or fetish in education even though the meaning of the term is not clearly defined; increasing national wealth distributed widely even if very unequally among the population; and the decreasing need for youth in industry, supported by legislation derived from the democratic theory of equality of opportunity."<sup>8</sup>

These factors in the development of the high school point to the working and middle class populations as the chief source of the increase in high school enrollment since 1890. These are the people among whom has grown the belief that education will produce for them a richer and more successful life; these are the people among whom wealth has increased to a degree which would free more of their children from labor for educational pursuits; and these are the people for whom the benefits of social and industrial legislation have been designed. Their children enter high school for various immediate reasons, but whatever the motive of the individual may be, it seems apparent that in the background is the century-old aspiration of the

---

8. Thos. H. Briggs, op. cit., p. 131.



people for training which would inure to their advantage in the daily walks of life, and which would enhance the values of that life.

The recession of both the Latin Grammar School and the Academy from popular favor seems involved in their development toward a program which appealed to a highly selected group. The public high school also in its turn appeared in the beginning to be closely associated with the demands of the general population, but it also became dominated by a function which concentrated attention upon the demands of a relatively select group; i.e., the college preparatory group. The public high school thus developed into a preparatory school, fitted for an increasingly smaller proportion of its pupils, rather than a finishing school fitted for an increasingly larger proportion of its pupils.

Secondary school administrators have, of course, become aware of the problems that developed with the increase of the proportion of non-college pupils in the high schools and in theory the high schools recognize their responsibility for the training of all youth. Practice, however, lags far behind theory. The challenge to secondary education is to think in terms of the needs and interests of the pupils who are not going to college as well as in terms of the interests of the college preparatory group. The interests of the non-college pupils lie in the activities of community life which they will enter, and which they will carry on as they assume its responsibilities and help to establish its cultural and civic levels.

## Related Studies

Coincident with the growth of interest in the educational problems presented by the increasing diversity of interests and abilities of the modern high school population, there developed after about 1900 a corresponding interest in the activities of high school graduates after leaving school. Follow-up studies and surveys began to appear. These were few at first, but by 1930 many independent studies had been made and the subject had become prominent in professional and popular literature.

One of the first studies made of the post-high school careers of graduates seems to have been made by G. W. Shallis in New York State in 1913.<sup>9</sup> Dr. Shallis became interested in the subject in connection with the question of what quality of pupils from the scholastic point of view entered the normal school of that state. He made a follow-up study of 735 high school graduates, based on high school records and information as to the college or occupation entered after graduation from high school. The study included college and non-college graduates, and established the occupational distribution of the non-college group with the scholastic standing both college and non-college graduates. In his conclusions Dr. Shallis found:

1. Fifty-six per cent of the entire group entered college.
2. The college group was the largest and ranked highest in scholarship.
3. The non-college group was smaller and ranked lower in scholarship.

---

9. G. W. Shallis, Distribution of High School Graduates after Leaving School, School Review 21:81-91, Feb. 1913. ✓

4. Graduates entering collegiate institutions were drawn largely from the upper third of the group.
5. Graduates entering normal schools were drawn largely from the middle third of the class.
6. Graduates entering trades, business, or remaining at home were drawn largely from the middle and lower thirds of the group.
7. The curricula of the high schools studied were most closely related to the college program and there appeared only incidental relationship to the careers of those who did not go to college.

In 1914 H. E. Mitchell published a similar study of the geographic and occupational distribution of high school graduates in Iowa.<sup>10</sup> This study followed that of Dr. Shallis in procedure and scope and the findings were similar except that no material difference was found in the scholastic standing of graduates entering normal schools and those entering collegiate institutions.

A third study was made along the same lines in 1916 by B. F. Pittenger covering the graduates of high schools in five north-central states.<sup>11</sup> This study found in its conclusions the same general relationship between scholarship and entrance into college or occupational life that appeared in the New York State study. An unusual item was that early deaths occurred largely in the group of inferior scholarship. More than half the males and less than half the females entered college. The study also noted that the high school curricula of that period offered little challenge to pupils whose interests were not academic.

---

10. H. E. Mitchell, Distribution of High School Graduates in Iowa, School Review 22:89-90, Feb. 1914.

11. B. F. Pittenger, Distribution of High School Graduates in Five North Central States, School and Society 3:301, June 7, 1916.

The three studies mentioned thus far were based on the distribution of high school graduates one year after graduation, and none entered into the economic or social status of the groups concerned.

The first study to include economic and social status<sup>12</sup> found by the writer was published by D. R. Leech in 1930. Leech made a study of all the graduates of the high school at Harvard, Nebraska, from the first graduating class up to and including 1925. The study covered occupational and geographic distribution, scholastic records in high school, deportment records, civic and economic status, marital status, and numerous correlations between these items. No reference was made to college and non-college distinctions nor to the educational program of the school. His conclusions were:

1. There was a high correlation between deportment grades and scholarship.
2. One fourth of the graduates were low in scholarship, one half average, and one fourth high.
3. The percentage of low grades increased during the latter years of the school's records.
4. The distribution of deportment grades was one tenth low, one half average, four tenths high.
5. Sixteen per cent of the graduates lived in the home community, forty-seven per cent lived in the state, thirty-seven per cent lived outside the state.
6. The tendency was for high school graduates to enter "white collar" occupations.
7. Forty per cent of the boys and thirty-five per cent of the girls held office in civic organizations.

---

12. Don R. Leech, A Study of the Graduates of the High School of Harvard, Nebraska, Master's Thesis, University of Nebraska, 1930.

8. Business makes little distinction in scholarship records when accepting graduates. Both professions and agriculture gain recruits on the basis of scholarship, the former receiving graduates with high scholarship records, the latter receiving graduates with low scholarship records.
9. There was positive correlation between scholarship records and financial success in later life. (This correlation was not based on statistical correlation, but on correspondence between upper thirds in scholarship and financial success.)
10. More boys with high scholarship records married than not.
11. Fewer girls with high scholarship records married than not.

In addition to these and similar studies, many school systems now maintain follow-up reports on their high school graduates for periods of from one to five years. A typical five-year report is that of the Commercial High School of Providence, R. I., in which occupational and geographical distribution are covered, as well as salary ranges. These studies, however, do not enter into the question of school records nor curricular problems developed in connection with the post-school careers of graduates. The writer found no studies in which the pupils who did not contemplate college entrance were the object of special attention.

#### Summary

The significance and background of the subject of this study may be outlined as follows:

1. American secondary education is committed to the task of providing suitable training to all the children of all the people.

2. Previous institutions in the American secondary field have failed in that they met the needs of a select group only.
3. The modern public high school is faced with the problem of discovering the needs, interests, and characteristics of those pupils who are not destined for college work. These pupils constitute a majority of the high school population.
4. If the present secondary institutions do not discover and meet the needs of the non-college element, there is a possibility that the support of this group may turn to other institutions which deal directly with their problem.
5. Related studies dealing with high school graduates have not given especial attention to the non-college graduate. Follow-up studies and surveys have dealt largely with occupational and geographical distribution, and initial employment.

CHAPTER II  
COMMUNITY AND SCHOOL BACKGROUND  
THE CITY OF NEWPORT NEWS

Location

The city of Newport News, Virginia, is located on the north side of Hampton Roads at the tip of a peninsula extending southward from Williamsburg between the James and York rivers. The location of the city is almost insular. There are but one railway and one highway leading up the peninsula to other parts of the state. Connection is made with the Norfolk and Portsmouth area by ferry service and by toll bridge across the James River three miles above the city.

The only other city on the peninsula is Hampton, Virginia, with a population of about five thousand. The rural territory served by the two cities is sharply limited. The agriculture practiced in the adjoining counties is not productive of any great degree of wealth nor is it such as to contribute to any major type of business or trade. It consists largely of small truck farms which supply local markets and of subsistence farms operated by citizens whose major occupations are in the cities or in the fishing industry.

Community Characteristics

Newport News as a community is probably open to most of the generalizations which might be applied to other American cities. There are, however, certain observations which may be

made, and which may be pertinent to the situation in which high school graduates find themselves involved. Although adjacent to Hampton, Norfolk, and Portsmouth, communities whose histories extend back into the antiquities of the nation, it can hardly be classified as a typical southern municipality. The city came into being with the selection of the site as the deep water terminus of the Chesapeake and Ohio Railway and also as the site of the Newport News Shipbuilding and Drydock Company. These industries with their attendant shipping interests became the dominant industrial factors of the new city, which was incorporated as late as 1896. The engineering forces and skilled craftsmen of the shipyard in particular were recruited from northern industries and from England and Scotland. The result was a population which was largely of other than southern extraction and a city whose main business interests and connections were with the North and West as well as overseas.

The railroad terminal with its shipping connections, and the shipyard thus support a large portion of the working population, although drawing for their support entirely upon extra-local territory. There are, in addition to these industries, four large governmental agencies which lend employment and business support to the lower peninsula. These are the Soldiers Home, the Veterans Facility at Hampton, Fortress Monroe and Langley Field. With the shipyard at Newport News largely engaged in naval construction, it will be seen that work in governmental agencies or allied industries is a prominent factor in the financial support of the community. The shipyard is the dominant factor in Newport News.



The type of labor employed in the shipyard may also be noted as establishing certain characteristics in the population. Of 11,698 male persons engaged in gainful occupations, 5,466 are listed by the United States Census of 1930 in the iron and steel industry, 728 in steam and street railways, and 566 in the building trades. These groups total 6,760 men, or 51.10 per cent of the males employed. The significant fact about these figures is the large number of skilled craftsmen, engineers, and industrial executives. Of the men employed in the iron and steel industry normally at least five thousand are employed in the shipyard, which brings around 75 per cent of employed men under one management. The craftsman or engineer in the highly technical work of shipbuilding is typically a man of training and responsibility. The policy of the Newport News Shipbuilding and Drydock Company has been to eliminate floating labor as far as possible and to stabilize their labor locally. The result of this policy is seen in the number of skilled and responsible men of the company who have long been home owners and responsible citizens of the community. It has been the policy, also, of the company to give the sons of employees preference in employment.

This predominance of certain types of occupations may be emphasized by comparison with the occupational statistics of the city of Lynchburg, Virginia. According to the United States Census of 1930, Lynchburg had a population of 40,661 as against 34,401 in Newport News. In Lynchburg the number of persons engaged in the iron and steel industry, steam and street railways,

and building trades, totaled 2,759, a percentage of 13.11 as against 51.10 in Newport News.

The position of the shipbuilding industry as the basic factor in the economic support of the community has introduced another element into the economic situation of the city. The stability which characterizes the working population has been paralleled in large measure by stability in income. Economic depressions have not been felt in Newport News as severely as in the rest of the country and in some instances not at all. The panic of "Black Friday" in 1373 was too early to affect the city, and that of 1893 resulted only in some reduction in the number of men employed. The depression most felt was that of 1907 when the number employed was severely reduced and many left the city to seek work elsewhere. In the case of the depression of 1929-1930, the shipyard had sufficient long-term contracts on hand to carry its force for several years. Subsequent work for the United States Navy came to the yard in sufficient volume to raise the level of prosperity while business in other sections of the country was stagnant. "Real estate in Newport News was selling higher in 1933 than in 1929 and the city was probably freer from the effects of the depression than any other city in the country."<sup>1</sup>

Insofar as employment is concerned, there has been no youth problem in Newport News, and the post-school careers of the high school graduates herein studied may be considered to have had no handicap due thereto.

---

1. Newport News Daily Press, Oct. 27, 1934.

In addition to its general influence over economic conditions and employment, the shipyard has a more direct connection with many of the youths of the city in entering the permanent walks of life. The shipyard maintains an apprentice school which absorbs a large proportion of high school graduates. Completion of the four-year course of training in the apprentice school virtually assures the apprentice of a successful career in the shipbuilding industry. Graduation from high school is required for admission to the apprentice school and usually from ten to fifteen boys from each graduating class secure admission to the apprentice school.

This report would not wish to ignore the fact that social and economic developments throughout the country have produced conditions which affect the careers of many individuals through forces beyond their control and which nullify any amount of willingness and training, but merely wishes to point out that the most serious of these disturbing forces have not yet become operative in the Newport News scene.

### Population

The United States Census for 1930 reports the population of Newport News as 34,401. Of this total 21,120 were white and 13,281 were colored. The colored population is, almost without exception, negro. Reports on population from the local Chamber of Commerce and from the city directory indicate that in 1935 the population remained relatively unchanged.

The white population constitutes 61.4 per cent of the total population and the colored population 38.4 per cent of the total. While the colored population contributes materially to the support of the professional, business, and industrial life of the city, it will be seen that because of the limitations imposed on the colored race opportunity in many areas is heavily concentrated in the white race. This, in Newport News, may not be a negligible advantage. The colored population is regarded by local observers as high in stability, type of occupation, and income in comparison with the status of this race in other communities. These conditions render the support of the colored population more valuable to the business and industrial life of the city since their business and professional needs produce many positions of employment which, in the existing socio-economic scale, must be filled by white persons. The colored race thus creates employment for white persons.

#### Occupational Information

The United States Census for 1930 reports that in Newport News there was a total of 15,011 persons, male and female, white and colored, engaged in gainful occupations. This number constituted 43.63 per cent of the total population. The following table gives comparative figures on gainfully employed persons for Newport News and Lynchburg, Virginia, and Muncie, Indiana.

Of the total number employed in Newport News 11,698 or 77.93 per cent were males and 3,313 or 22.07 per cent were females. In connection with the employment of females it should be noted

Table II

Percentage of Population Gainfully Employed in Newport  
News, Va., Lynchburg, Va., and Muncie, Ind.,  
United States Census, 1930

City	Population	Employed	Per cent Employed
Newport News, Va.	34,401	15,011	43.63
Lynchburg, Va.	40,661	17,986	44.23
Muncie, Ind.	46,548	19,136	47.19

from the occupational distributions on following pages that in Newport News industries which offer employment to women and children in any considerable numbers are lacking. It should also be kept in mind that in southern states the field of domestic and personal service is held almost exclusively by the colored race. This fact has no bearing on the total number of females employed, but it does have a bearing on the occupational opportunities for white females.

While the figures in the following tables are no longer strictly accurate for Newport News, no factors have arisen since 1930 to change the general proportions of distribution. Iron and steel industries lead with 37.35 per cent of employed persons, and transportation and communication take in the next highest proportion with 11.95 per cent. These figures reflect the type of work that predominates in the occupational fields open to the youth of the city. These are industries requiring highly specialized labor. Occupational opportunities for white women are limited largely to clerical positions, retail selling, and nursing. In Newport News only 22.07 per cent of employed persons were women in 1930, while in Lynchburg, Va., 37.31 per cent were women.

TABLE III

## PERSONS ENGAGED IN GAINFUL OCCUPATIONS, CITY OF NEWPORT NEWS, VA., 1970

Total Population .....	34,401
All gainful workers ..... Male 11,698; Female 7,813; Total	15,011
Per cent total population gainful workers .....	43.63
Per cent of women in gainful workers .....	22.07
Per cent of men in gainful workers .....	17.93

Occupation	Male	Female	Total	Per cent of total employed
Agriculture .....	49	2	51	.53
Forestry and fishing .....	90	0	90	.59
Coal mines .....	5	1	6	.03
Other extraction of minerals .....	2	1	3	.01
Building industry .....	536	17	553	3.88
Chemical and allied industries .....	35	1	36	.23
Cigar and tobacco factories .....	10	1	11	.07
Clothing industries .....	41	70	111	.73
Food and allied industries .....	133	27	160	1.06
Automobile factories, repair shops ...	112	7	119	.79
Iron and steel industries .....	5,466	141	5,607	37.35
Saw and planing mills .....	26	0	26	.17
Woodworking and furniture industries	23	5	28	.18
Paper, printing, and allied industries	91	39	130	.87
Cotton mills .....	0	0	0	.00
Silk mills ... ..	0	0	0	.00
Other textile industries .....	8	3	11	.07
Independent hand trades .....	48	53	101	.67
Other manufacturing industries .....	141	21	162	1.07
Construction and maintenance of streets	43	0	43	.28
Garages, service stations .....	92	2	94	.62
Postal service .....	33	2	40	.26
Steam and street railways .....	728	13	741	4.93
Telephone and telegraph .....	32	57	89	.59
Other transportation .....	946	19	965	6.42
Banking and brokerage .....	63	32	95	.63
Insurance and real estate .....	173	40	213	1.45
Automobile agencies .....	129	10	139	.92
Wholesale and retail trade .....	1,299	415	1,714	11.41
Other trade industries .....	63	6	69	.45
Public service (not elsewhere listed)	315	34	349	2.32
Recreation and amusement	33	27	115	.76
Other professional service .....	272	486	758	5.04
Hotels, restaurants, etc. ....	150	312	462	3.07
Laundries, cleaning and pressing .....	98	121	229	1.52
Domestic and personal service .....	186	1,331	1,517	10.10
Industry not specified .....	121	17	138	.93

TABLE IV

## PERSONS ENGAGED IN GAINFUL OCCUPATIONS, CITY OF LYNCHBURG, 1930

Total Population .....	40,661
All gainful workers ..... Male 11,284; Female 6,702; Total	17,986
Per cent total population gainful workers .....	44.23
Per cent of women in gainful workers .....	37.31
Per cent of men in gainful workers .....	62.69

Occupation	Male	Female	Total	Per cent of total employed
Agriculture ... ..	173	3	176	.97
Forestry and fishing .....	10	2	12	.06
Coal mines .....	0	0	9	.05
Other extraction of minerals .....	15	0	15	.08
Building industry .....	923	11	934	5.19
Chemical and allied industries .....	172	29	201	1.11
Cigar and tobacco factories .....	117	80	197	1.09
Clothing industries .....	165	728	893	4.96
Wood and allied industries .....	308	42	350	1.94
Automobile factories and repair shops	151	2	153	.85
Iron and steel industries .....	711	31	742	4.11
Saw and planing mills .....	39	2	41	.22
Other woodworking and furniture .....	82	14	96	.53
Paper, printing, and allied industries	275	42	317	1.76
Cotton mills .....	114	86	200	1.11
Silk mills .....	15	12	27	.15
Other textile industries .....	353	438	791	4.39
Independent hand trades .....	53	67	120	.66
Other manufacturing industries .....	1,563	1,051	2,614	14.53
Construction and maintenance of streets	128	1	129	.71
Garages, service stations .....	89	1	90	.50
Steam and street railways .....	725	19	744	4.13
Telegraph and telephone .....	102	100	202	1.12
Other transportation, communication ..	186	6	192	1.06
Banking and brokerage .....	139	47	182	1.01
Insurance and real estate .....	242	65	307	1.76
Automobile agencies .....	208	15	223	1.23
Wholesale and retail trade .....	1,933	655	2,638	14.53
Other trade industries .....	54	20	74	.41
Public service (not elsewhere listed)	311	24	335	1.86
Recreation and amusement .....	92	37	129	.71
Other professional service .....	540	843	1,383	7.68
Hotels, restaurants, etc. ....	248	207	455	2.52
Laundries, cleaning and pressing .....	146	165	311	1.72
Domestic and personal service .....	434	1,818	2,252	12.52
Industry not specified .....	285	34	319	1.77

## Social Service Organizations

The social service organizations in Newport News operate independently, there being no community fund or central bureau. There is a council of social agencies which has a dinner meeting once a month through which the separate organizations accomplish an informal cooperation, but this group is a cooperative discussion group without directive power over any member organization. Each agency is responsible for raising its own budget, with the result that the city is subjected to several different subscription campaigns each year. The response, however, is usually adequate for the programs of the various agencies. The following organizations are represented in the council:

- City Social Service Bureau
- Boy Scouts
- Jewish Welfare
- American Red Cross
- Salvation Army
- Tuberculosis Association
- Visiting Nurse Association
- Y. W. C. A.
- Ministerial Union
- American Association University Women
- High School Student Council
- Rotary Club
- Kiwanis Club
- Lions Club
- Cosmopolitan Club
- Exchange Club
- Elks Club

In addition to the agencies listed above there is a large number of church and fraternal organizations, sororities, American Legion and Legion Auxiliary, and other organizations that carry out some social work as part of their program. The city furnishes funds for a summer playground program which is administered by the school system. This program includes both white and colored children.



There is in the city an awareness of the need for a comprehensive, centralized program to handle the social needs of the youth of the city, particularly for the younger children. The problem of youth of high school age is rather left to the high school since about 75 per cent of such persons attend the school. The high school of the city has accepted the responsibility and in its general activities program receives the understanding support of the community.

### Religious Organizations

Religious organizations occupy a prominent place in the life of the city. For the white population of 21,120 there are 29 churches, an average of 1 church per 728 persons. The total church membership is reported as 8,775, which is 41.54 per cent of the total white population.

There are three large churches located in the downtown section which draw their membership from the city at large, but the remainder may be considered neighborhood churches which more or less serve the residential section in which they are located. It is probable that few residents of the city live more than four blocks from a church of one of the larger denominations. This circumstance promotes genuine acquaintance among church members and aids in maintaining sustained interest in church activities. The denominations represented with the number of churches are as follows: Methodist 3, Baptist 5, Presbyterian 2, Episcopal 2, Jewish 2, Friends 1, Lutheran 1, Menonite 1, Christian Scientist 1, Catholic 1, Congregational 1, Disciples 1, Christian 1, Adventist 1, Holiness 4, Undenominational 2.

## General Cultural Agencies

In addition to the social service and religious facilities listed in the preceding pages, the city has the usual complement of general cultural agencies, which may be considered to have a more definite impact upon the life of the city by reason of the compactness of the white population and its fairly homogeneous nature as respects race, financial status, and general level of living. The following list gives the names of organizations contributing to the cultural life of the city and giving opportunity for expression through various cultural media.

Woman's Club	Peninsula Institute Public
Junior Woman's Club	Affairs
American Association University Women	Newport News Photography Club
Peninsula Philharmonic Society	Federation of Patrons Leagues
Peninsula Choral Society	Newport News Education Association
Peninsula Operatic Society	Community Concert Society

The Woman's Clubs carry on activities typical of these organizations and the American Association of University Women engages in educational work in cooperating with the high school in guidance for girls who attend college. This organization also brings to the city twice a year outstanding theatrical companies which produce plays for children. The Philharmonic, Choral, and Operatic societies are composed of local musicians and each presents two or more concerts annually. The Community Concert Society is a member of the national organization of such groups, and brings to the city national musical attractions. Season tickets are sold at five dollars each, and upwards of one thousand are sold each season.

The Newport News Education Association is composed of teachers in the public schools and, in addition to its professional activities, brings to the city twice a year speakers of national standing whom they present at public meetings. The City Federation of Patrons Leagues also carries out a like program in addition to work in the separate schools.

The Peninsula Institute of Public Affairs is conducted by a small group of citizens who interest themselves in bringing to the city from six to eight speakers on matters of general public interest. The program is financed through the sale of tickets at one dollar each and door receipts for each lecture. The income usually supports a program costing from eight hundred to one thousand dollars, with attendance running from two hundred to fifteen hundred, depending on the nature of the lecture.

Certain of these organizations, notably the Junior Woman's Club, the American Association of University Women, the musical organizations, and the Institute of Public Affairs, make an especial effort to reach the younger people and to provide an outlet for activities in their respective fields. The musical organizations provide opportunity for the exercise of musical talent and work in close cooperation with the music department of the high school from which they derive much of their membership. The Institute of Public Affairs makes a special price for persons of high school age and encourages them to take part in the public forum which follows each lecture.

## Benevolent and Fraternal Orders

Twenty benevolent and fraternal societies are represented among the white population, seventeen for men and three for women. In addition to these there are eight women's auxiliary orders attached to the orders for men. Some of the organizations have more than one chapter in the city so that the total number of lodges, societies, and auxiliaries is forty. While the number is large enough to indicate an active interest in such organizations, no one order is predominant in influence nor do they appear to exert overt influence as pressure groups. Certain orders which have elsewhere precipitated racial or other class disturbances are not represented. The list below gives the societies represented.

- American Legion
- Benevolent Protective Order of Elks
- Daughters of America
- Daughters of Scotia
- Fraternal Order of Eagles
- Fraternal Order of Orioles
- Improved Order of Red Men
- Independent Order of Odd Fellows
- Junior Order United American Mechanics
- Knights of Columbus
- Knights of Pythias
- Loyal Order of Moose
- Masonic Orders
- Order of Owls
- Sons and Daughters of Liberty
- United Daughters of the Confederacy
- Woodmen of the World
- Newport News Chapter of Hodassah
- Sons of Italy
- Veterans of Foreign Wars

## DEVELOPMENT AND ORGANIZATION OF THE NEWPORT NEWS HIGH SCHOOL

The Newport News High School was first organized in 1896 when the school authorities of the newly incorporated city provided

for high school instruction in conjunction with the elementary school then housed in rooms in the First National Bank building. Later the high school shared a new building with the elementary school. In 1913 fire destroyed this school property and, while it was being rebuilt, the high school was first moved to an old store building, and later divided between two elementary buildings in different sections of the city. Upon completion of the new building the school was assigned the third floor, the rest of the building being occupied by elementary pupils. The school rapidly became so crowded that it was necessary to place the high school session from 1:00 P. M. to 5:00 P. M., while the grade school used the same rooms during the morning hours. This makeshift, of course, destroyed all school life and reduced the school to a series of classes meeting in class periods of less than standard length.

This condition existed from the year 1914 until 1919 when a new building was completed in the eastern section of the city. This building was designed for elementary school use and was in no way suitable for high school operation. However, the situation of the high school was so deplorable that it was assigned the entire building. Enrollment continued to increase so rapidly that the school soon outgrew the new quarters. Classes were held in basements and halls, and several store buildings nearby were rented for classroom space. These conditions continued for another five-year period.

In 1924 the present high school plant was completed and for the first time in its history the school operated in a build-

ing specifically designed for high school work. It will thus be seen that during the first twenty-eight years of its development the high school had an uncertain and disturbed existence. Even had money been available for adequate and modern equipment, it would have been impracticable, on account of lack of space, to install it. The instructional program was confined to academic subjects without even the possibility of adequate laboratory work in the sciences. Curricular development was difficult and the school was unable to meet the requirements of the Southern Association of Secondary Schools and Colleges until 1919. It was accredited in that year and has been accredited continuously since that date.

#### Growth

Both the city and the high school grew rapidly between 1900 and 1935. The following table gives population figures for both school and city for that period. It will be noted that the proportionate growth of the high school is many times that of the city, and that while the city early struck a plateau in growth in population, the high school continued to draw additional enrollment.

Table V

Increases in City and High School White Populations,  
1900 to 1935, Newport News, Virginia

Year	City		High School	
	Number of persons	Per cent increase	Number of pupils	Per cent increase
1900	11,781		80	
1910	12,123	2.9	191	138.7
1920	21,358	76.2	555	191.3
1930	21,120	--	1,127	121.0
1935	21,120	--	1,526	35.4
Total increase 1900-1935	9,339	79.2	1,446	1,807.5

The compulsory attendance law is effectively administered in the city, and the high school receives almost 100 per cent of the pupils promoted from the elementary system. As a result of these conditions the high school enrollment in 1935 was 35.2 per cent of the total school enrollment of the city.

#### Organization and General Characteristics

The Newport News High School is a comprehensive or general high school. The administrative staff consists of a principal, assistant principal, dean of girls, and librarian. All of these officers are full time. The teaching staff consists of fifty-six teachers, nine of whom act as department heads with teaching load reduced in proportion to the size of their departments. The non-instructional staff consists of three secretaries in the central office and six janitors.

The educational philosophy of the school is progressive and the spirit of the administration democratic as affects both staff and pupils. The general philosophy of education as it affected the subjects of this study may be said to have begun to develop in 1918 when a change in administration brought new and enlivening policies to bear upon the situation. It may be said that the school has been characterized by its insistence upon pupil success and upon the idea that school should be a place where young people not only live but live attractively. A statement of school philosophy printed on a program for a visiting night read, "The school should be a place which pupils approach with anticipation in the morning and leave with reluctance in the

afternoon." The instructional program has been soundly developed in the light of this philosophy without loss of efficiency, but rather with improvement in achievement.

A free and understanding contact has always been maintained between the school and the community. Through consultation with parents, patrons' meetings, various avenues of publicity, and activities of the school which present public programs of one kind or another, the general program of the school and the degree of effectiveness with which it is being executed are kept before the community, so that while there may not always be agreement there is at least understanding. This has resulted in a high degree of interest on the part of the public and a general feeling of confidence in the policies of the school.

### Curricula

From 1896 to 1915 but one curriculum was offered. This was a college preparatory course with a single program required of all pupils.

Table VI

Original Curriculum, Newport News High School,  
1896-1915

1st Year	2nd Year	3rd Year	4th Year
English	English	English	English
Algebra	Plane Geometry	Algebra	Latin
Latin	Latin	Latin	Physics
Physical Geography	Biology	Chemistry	Solid Geometry
Physiology			Trigonometry



With increase of enrollment there developed pressure for differentiated curricula, and by 1925 three curricula were offered. These were academic, commercial, and elective. The academic curriculum was designed for those pupils who expected to continue their education in liberal arts colleges or technical schools. The commercial curriculum proposed to train pupils for business positions and clerical work. The elective curriculum contained a minimum of required subjects and was designed to provide for individual differences in interests and abilities. This curriculum offered no organized program but enabled the pupil to "shop around" and register for classes according to his desire for the subject, or, as it often developed, for the teacher.

Table VII

Curricula Offered in the Newport News High School, 1925

Academic		Commercial		Elective	
Subject	Units	Subject	Units	Subject	Units
English	4	English	4	English	4
Language	4	History	2	History	2
Mathematics	3	Biology	1	Biology	1
History	3	Arithmetic	1	Electives	9
Biology	1	Bookkeeping	2		
Chemistry, or	1	Shorthand	2		
Physics	1	Typewriting	2		

In addition to the subjects listed in Table the school offered as electives, sewing, cooking, home management,

Bible study, music, physical education, journalism, public speaking, drama, and mechanical drawing. As the enrollment grew, the increase appears in much larger proportion in the commercial and elective groups than in the academic group. This trend is also confirmed in the proportionate number of graduates entering college.

Table VIII

Graduates in Various Curricula, by Five Year Periods,  
1915-1935, Newport News High School

Year	Curricula			Total
	Academic	Commercial	Elective	
1915	33	0	0	33
1920	53	7	10	70
1925	75	23	65	163
1930	57	31	50	138
1935	83	53	93	229
Total	229	119	212	638

Table IX

Number and Per Cent of Graduates Entering College,  
Newport News High School, by Five Year  
Periods, 1920-1935

Year	Number of graduates	Number enter- ing college	Per cent enter- ing college
1920	70	40	57.1
1925	163	66	39.2
1930	138	45	32.6
1935	229	61	26.6

## Extra-Curricular Activities

Since 1920 the Newport News High School has fostered the development of extra-curricular activities and has encouraged the participation of pupils therein. The school program, with an activities period of forty-seven minutes daily, is planned to promote such participation. The extra-curricular activities provided by the school may be grouped as follows:

- I. Special Interest Clubs
  1. The Athletic Association
  2. Thespian Society
  3. Orchestra
  4. Glee Club
  5. Literary Club
  6. Journalism Club
  7. Writers' Club
  8. Science Club
  9. Home Economics Club
  10. National Honor Society
- II. Pupil Participation in the Organization of the School
  1. Student Council
  2. Athletic Council
  3. The Home Room Unit
  4. Class Organizations
- III. Extra Mural Activities
  1. Athletics
  2. Debate
  3. Public Speaking
  4. Reading
  5. Essay Contests
  6. Annual Play Contests
  7. Annual Music Contests
  8. Publications Contests
  9. Annual State Latin Contest
- IV. Community Life Contacts
  1. The School Assembly - Pupil Conducted
  2. Annual Exhibit of School Work
  3. The School Newspaper
  4. Senior ~~Ann~~uals
  5. Spring and Fall Plays
  6. Musical Productions.
  7. Service Organizations, such as ushers, stage crew

## Criteria of the School

The Newport News High School has used as criteria for evaluation of its efficiency the following items:

1. The percentage that the high school enrollment is of the total school enrollment. This averaged 29.3 per cent from 1930 to 1935.
2. The holding power of the school. Pupils who dropped out of school between 1930 and 1935 averaged 5.1 per cent of the total enrollment for that period.
3. The degree that pupils are enabled to attain success rather than failure in their work within the school. From 1930 to 1935 the average of subject failures was 5.9 per cent of the total number of subjects carried.
4. The degree of success attained by graduates who entered college. The average per cent of failure in the first semester in college for graduates of the Newport News High School from 1930 to 1935 was 11.6.
5. The degree of success attained by graduates who leave high school for the active duties of life and their contribution to the community. No definite information in this field has been collected prior to this study. The information here assembled will constitute a reply to this question as far as this group is concerned; and, as far as this group may be typical, for the non-college graduates in general.

## Summary

1. Newport News, Virginia, is an industrial city, supported largely by governmental activities, especially by the

construction of ships for the United States Navy.

2. Iron and steel industries employ the largest percentage of the working population of the city, in the capacity of skilled craftsmen. The redominance of this class of labor is reflected in the type of citizenship in evidence in the city and in the types of occupational opportunities open to youth.

3. There was no unemployment problem in the city during the business depression of 1929-1930.

4. Employment for women is limited to clerical, stenographic, and retail selling positions. There are no industries employing female operators.

5. There are ample and democratic opportunities for participation in civic, religious, and cultural activities.

6. The Newport News High School, at the time these graduates were enrolled, was a general, or comprehensive, high school. The school had no vocational training in the program, with the exception of a limited amount of commercial instruction. There was no guidance program.

7. The school program placed emphasis upon school citizenship as developed in extra-curricular activities and endeavored to so adjust the school program to individual interests and abilities as to enable each pupil to achieve success within the range of his capacities.

8. During the period in which the school was developing differentiated curricula and adaptation of courses to various interests and abilities, the percentage of graduates who entered college became progressively lower. This percentage dropped from 57.1 in 1920 to 26.6 in 1935.

# CHAPTER III

## COLLECTION AND TREATMENT OF DATA

### Selection of Graduates for Study

The study is based on data concerning the school and post-school careers of the graduates of Newport News High School, Newport News, Virginia, of the year 1925, who did not enter college. In the analysis of the scholastic status of the non-college graduates reference is of necessity made to the scholastic records of the balance of the class--that is, the graduates who entered college. The study of scholastic status includes the records of all graduates, college and non-college, with the exception of eight, six boys and two girls who could not be located. These records are not included in order to avoid confusion in the analysis of school and post-school achievement. By reason of this arrangement the list of non-college boys is identical with the list of employed boys. The list of non-college girls includes employed girls, married girls, and girls still living at home with parents. The data collected on post-school careers of employed boys and girls were taken as of the year 1935, ten years after graduation.

This class of graduates was selected because they entered high school in 1921, which year was considered desirable for two reasons: First, in 1921 a liberalized elective curriculum was placed in operation in the Newport News High School, together with an extensive program of extra-curricular activities; second, the period from 1925, the year of graduation for this class, to

1935, was considered one of normal opportunity for youth in Newport News.<sup>1</sup> A period of ten years was considered a minimum length of time in which the individuals concerned might reach a level in economic and civic life which would be indicative of their general level in the community.

There were 168 graduates in the class of 1925. Of this number 102, 41 boys and 61 girls, did not enter college. Six boys and two girls of this group could not be located, for which reason their records have not been included. This left in the non-college group a total of 94, 35 boys and 59 girls. Fifty-seven of this group, 35 boys and 22 girls, became the subjects of the occupational study by reason of being found to be engaged in gainful occupations in 1935.

Table X

Distribution of 168 High School Graduates  
as to College Entrance

	Boys	Girls	Total	Per cent of class
Number entering college	26	40	66	39.2
Number not entering college	41	61	102	60.7
Total	67	101	168	100.0

Table XI

Occupational Status of 102 Non-College High  
School Graduates, Class of 1925, in 1935

	Boys	Girls	Total
Employed	35	22	57
Married girls		32	32
Living with parents		5	5
Not located	6	2	8
Total	41	61	102

1. See Chapter II, p.21 .

## Collection of Data

All of the information concerning the scholastic careers of the graduates was secured from the permanent records in the high school office. These records contained complete entries for subjects, grades, rank in class, attendance, deportment, and extra-curricular activities.

Information concerning the post-school careers of the occupational group was secured by questionnaires, by direct interview, or by information from employers and relatives. The location of the members of the employed group was not difficult, since, out of fifty-seven, fifty were found to be living in Newport News. Four resided outside the state of Virginia, and three elsewhere in Virginia.

The data from the questionnaires and from the school records were consolidated on master charts, copies of which with copies of the questionnaire and explanatory letter are included in this chapter.

## Treatment of Data

It was thought more equitable to consider the scholastic and occupational data of boys and girls separately, in view of the possibility of differentials in favor of girls in school grades and in favor of boys in industrial, professional and business life. The differential in favor of girls in school grades is indicated in a study made by L. C. Day in the public schools of South Portland, Maine.<sup>1</sup> In this study of the grades received

---

1. L. C. Day, Boys and Girls and Honor Ranks, School Review 46, April 1938, pp. 288-299.



by 1,186 boys and 1,196 girls in the elementary schools, and 544 boys and 501 girls in high school, it was found that in the elementary schools a girl's chance of receiving a grade of "A" averaged 2.08 to 1.00 for a boy, while in high school a girl's chance of receiving a grade of "A" averaged 2.48 to 1.00 for a boy. Evidence as to a boy's advantage in gainful occupations will appear in this study.

The problem of this study presented three phases of inquiry: (1) the scholastic status of non-college graduates, (2) the status of non-college graduates in gainful occupations and civic life, and (3) comparison of the status of such graduates in high school with their status in gainful occupations and civic life.

For the first phase - scholastic status - ten items were selected as having a bearing on the educational characteristics of the group. These items include data on school grades, conduct grades, choices of curricula and subjects, age levels, participation in extra-curricular activities, attendance and punctuality, and years spent in high school. In analyzing this information the object has been to present the educational characteristics of the non-college group from three points of view: (1) the level of scholastic standing as indicated by grades, (2) choices of curricula and subjects, (3) characteristics manifested by activities aside from regular classroom instruction.

For the second phase of the study - community status - information was assembled on eighteen items. These covered occupation and income, progress in occupation, marital and family

status, home ownership, participation in community life through religious and social organizations. In this phase the object has been to present the characteristics of the non-college graduates, as workers and citizens in the community, as to (1) choice of occupation and success therein, (2) establishment of homes, (3) participation in social, religious, and political activities.

The third phase of the problem is an attempt to establish comparisons between the levels of achievement in school and in occupational and civic life. The question is raised from this point of view: How do the rankings of the individuals in their school careers compare with their rankings in achievement in later life? From what levels in scholarship were the individuals for the various occupations drawn? How did scholarship, attendance, deportment, and other items listed as measures of success in school, compare with income, promotion in business or industry, home ownership, leadership in civic organizations, and other items listed as measures of success in occupational and civic life?

No attempt is made to compare the achievement of the employed members of the non-college group <sup>with other groups,</sup> except in establishing their level of scholarship. Here, of course, in isolating the standing of the non-college group, the standing of the college group is set up in apposition. In school and post-school comparisons the ranks considered have been set up within the employed group.

Data were collected on the recreational, religious, and civic activities of the non-college group. This information

has been consolidated with such conclusions as seem justified.

Each graduate in the employed group was asked to comment on what he remembered best from his high school career, and what he would suggest as to training he should have had in the light of ten years' experience after graduation. These comments have been assembled verbatim in the final chapter, with an analysis of their general import for the school.

The remaining pages of this chapter present in consolidated form, the data on the scholastic and occupational careers of the various groups of graduates. In the chart for the employed group, page 50, the ranks given are as follows; (a) scholastic rank in working group, (b) scholastic rank in entire class, (c) in age, (d) in income, (e) in number of extra curricular activities, (f) in attendance, (g) in tardiness. The remaining items on the chart are self-explanatory.

~ SCHOOL RECORD ~  
~ COLLEGE GROUP ~ MALE ~

LOCATION			AGE	GRADE AVG.	ACT.	CON. AVG.	DAYS ABS.	TARDY	YES HS.	ATH- LETE.	UNITS IN			CURRICULUM		
NN	VA.	O.									M.	LA.	SC.	ACA.	COM.	ELEC.
✓			216	1.60	2	2.75	7	0	4		3.5	2	3			✓
✓			219	1.97	2	1.74	11	3	4.5		3.5	4	3	✓		
	✓		222	2.00	3	1.75	5	2	4		3	4	3	✓		
✓			211	2.00	9	1.87	7	9	4	✓	3	4	3	✓		
✓			225	2.00	3	1.50	15	1	4		3	4	2	✓		
✓			209	2.05	10	1.00	11	0	4	✓	3	4	2	✓		
	✓		213	2.12	0	1.31	5	0	4		4	4	2	✓		
		✓	204	2.24	0	3.00	7	5	4		3.5	4	2	✓		
	✓		210	2.36	3	1.81	48	5	4		3	5	2	✓		
✓			204	2.42	9	2.00	47	7	4	✓	4	2	3			✓
	✓		201	2.47	7	2.24	8	13	4.5		3	3	2			✓
✓			218	2.59	13	1.12	7	11	4.5		3	4	4	✓		
✓			221	2.59	10	3.00	8	0	4.5	✓	3	2	4			✓
✓			199	2.62	0	2.75	5	0	4		3	4	2	✓		
✓			214	2.63	7	1.37	81	0	4	✓	3	4	2	✓		
		✓	262	2.68	0	1.00	28	56	5		3	4	3	✓		
		✓	203	2.69	15	3.00	20	7	4	✓	3.5	4	3	✓		
✓			223	2.81	15	1.74	17	21	4		3	4	2	✓		
✓			230	2.91	10	3.00	39	71	4	✓	2	4	4			✓
✓			232	3.00	7	2.75	11	6	4.5		2	0	2			✓
✓			206	3.03	10	2.00	11	29	4	✓	4	4	2	✓		
✓			193	3.11	3	3.12	21	17	5		3	4	3	✓		
✓			213	3.34	0	2.00	7	56	4.5		4	4	4	✓		
	✓		218	3.38	15	3.00	24	17	4	✓	3	0	4			✓
✓			227	3.60	11	2.82	24	40	4	✓	3	2	3			✓
		✓	217	3.86	7	1.50	12	21	4	✓	3	4	2	✓		



~ SCHOOL RECORD ~  
~ COLLEGE GROUP ~ FEMALE ~

LOCATION			AGE	GRADE AVR.	ACT	CON. AVR.	DAYS ABS.	YRS HS	ATH LETE	UNITS IN			CURRICULUM		
NN	VA.	O.								M.	LA.	SC.	ACA.	COM.	ELEC.
✓			202	1.00	3	1.00	12	1	4	4	6	2	✓		
✓			204	1.00	2	1.00	2	0	4	3	5	3	✓		
	✓		189	1.11	5	1.50	0	6	4	3	6	2	✓		
	✓		228	1.37	7	1.00	35	7	4.5	3	4	2	✓		
✓			192	1.39	3	1.12	14	27	4	4	6	2	✓		
✓			219	1.50	6	1.25	10	5	4	3	4	2	✓		
		✓	218	1.55	5	3.00	9	0	4	4	7	2	✓		
✓			202	1.59	1	1.00	15	0	4	3	4	2	✓		
	✓		206	1.61	2	1.00	17	21	4	3	4	2	✓		
		✓	199	1.65	6	1.00	43	19	4.5	3	4	2	✓		
			222	1.70	9	1.75	16	21	4	3	5	1			✓
✓			211	1.80	4	1.00	7	0	4	0	3	2			✓
✓			206	1.82	3	1.00	58	0	4	3	4	2	✓		
	✓		202	1.85	1	1.12	20	3	4	3	4	2	✓		
✓			210	1.86	1.5	1.37	77	31	4.5	3	6	2	✓		
	✓		202	1.91	7	1.12	11	8	4	3	4	2	✓		
			194	1.93	0	1.75	50	9	4	3	4	2	✓		
✓			186	1.97	10	2.00	12	6	4	3	4	3	✓		
✓			222	2.09	4	1.90	52	0	4	2	4	2			✓
✓			197	2.13	9	2.00	44	7	4	3	4	2	✓		
✓			214	2.14	6	1.75	21	0	4	3	5	2	✓		
✓			220	2.16	1	1.50	31	61	5	3	7	2	✓		
		✓	218	2.24	11	1.50	48	20	4	3	4	1			✓
	✓		203	2.26	0	2.00	72	49	4	2	3	2			✓
		✓	218	2.42	10	2.00	21	39	4.5	2	2	3			✓
✓			201	2.46	10	1.75	6	6	4	2	2	2			✓
✓			215	2.48	7	1.50	29	3	4	3	4	2	✓		
	✓		207	2.50	2	1.50	68	20	4.5	2	5	2			✓
	✓		206	2.50	1	1.61	44	7	4	1	2	1			✓
✓			219	2.57	1	2.00	68	75	4	3	2	1			✓
✓			220	2.65	12	2.13	21	43	4	2	4	2			✓
✓			231	2.73	0	1.37	11	0	5	3	4	2	✓		
✓			199	2.81	0	1.74	18	0	4	3	4	2	✓		
✓			214	2.87	7	3.00	53	13	4	3	4	2	✓		
	✓		224	3.21	6	1.74	94	111	4	2	4	2			✓
✓			220	3.22	5	2.00	111	86	4.5	2	4	2			✓
✓			203	3.51	10	2.75	16	71	4	3	4	2	✓		
✓			217	3.57	1	2.25	75	43	5	2	4	1			✓
✓			219	3.57	0	1.74	8	56	4.5	3	4	2	✓		



~ SCHOOL RECORD ~  
- MARKED GIRLS AND GIRLS LIVING WITH PARENTS. -

LOCATION			AGE	GRADE AVR.	ACT.	CON. AVR.	DAYS ABS.	KAROL	YRS IN H.S.	ATH. LETE	UNITS IN			CURRICULUM		
N.N.	VA	O									M.	LA.	Sc.	ACA.	Com.	ELEG.
		✓	249	1.53	5	1.00	36	53	4		2	2	1		✓	
✓			198	1.70	7	1.75	12	32	4		1	0	1		✓	
✓			218	1.77	10	2.00	56	24	4		2	4	1			✓
✓			210	1.87	3	1.00	5	11	4		3	4	2	✓		
✓			205	1.88	5	2.00	24	1	4		3	4	2	✓		
✓			218	1.91	12	1.00	7	13	4		1	2	2			✓
✓			207	1.91	3	1.75	25	0	4		1	0	1		✓	
✓			213	2.19	7	1.00	135	17	4		0	2	0		✓	
✓			219	2.25	5	1.60	56	37	4		2	2	2			✓
✓			218	2.38	0	2.50	43	50	4		1	0	1			✓
✓			218	2.43	3	2.00	21	7	4		2	2	1		✓	
✓			214	2.46	6	1.00	11	0	4		3	4	2	✓		
✓			233	2.51	2	2.15	17	17	4		2	2	1		✓	
✓			231	2.51	10	2.20	40	6	4		1	0	1			✓
✓			230	2.57	4	2.20	85	3	4		2	0	1			✓
✓			212	2.60	0	2.25	30	16	4		2	2	1			✓
	✓		228	2.68	15	1.50	0	0	4.5		0	0	1			✓
✓			237	2.73	3	3.00	76	110	4.5		1	2	1			✓
✓			206	2.76	0	1.60	7	3	4		3	4	2	✓		
✓			189	2.82	10	1.50	32	48	4		3	4	2	✓		
✓			200	2.97	7	1.50	96	15	4		1	0	1			✓
✓			223	2.97	5	1.50	103	17	5		1	2	1			✓
✓			201	3.05	5	2.00	40	20	4.5		2	0	1			✓
✓			207	3.05	3	2.50	31	60	4.5		2	2	1			✓
✓			229	3.11	0	2.00	48	51	5		0	2	1			✓
✓			224	3.16	7	2.25	56	24	4.5		1	2	1			✓
	✓		246	3.18	2	2.00	77	21	5		3	0	1		✓	
✓			225	3.20	10	2.75	40	9	4.5		1	2	1		✓	
✓			213	3.23	0	2.50	93	61	4.5		2	2	1			✓
	✓		241	3.33	5	2.00	19	7	5		3	0	1			✓
✓			211	3.42	0	3.00	112	41	5		1	2	1			✓
		✓	240	3.48	4	3.25	37	213	5		1	2	1			✓
✓			210	2.00	0	1.00	7	13	4		2	0	1		✓	
✓			222	2.00	3	1.75	61	7	4		2	3	1			✓
✓			201	2.25	5	1.00	23	3	4		3	4	2	✓		
✓			225	3.40	3	2.00	40	24	4		1	0	1			✓
✓			209	3.66	0	3.00	71	8	5		2	2	1			✓





## REPORT ON POST-SCHOOL CAREER

Name \_\_\_\_\_ Address \_\_\_\_\_

Occupation \_\_\_\_\_

Position in occupation (manager, foreman, owner, etc.) \_\_\_\_\_

Amount earned, 1934 (weekly, monthly, or yearly.) \_\_\_\_\_

Employer \_\_\_\_\_ No. years with employer \_\_\_\_\_

No. times changed employer \_\_\_\_\_ No. times promoted \_\_\_\_\_

Of what organizations are you a member (church, lodge, service club, National Guard, labor organization)? \_\_\_\_\_

What office do you hold in any organization, or have held in past years? \_\_\_\_\_

Are you a registered voter? \_\_\_\_\_

Do you own your home? \_\_\_\_\_ Value? \_\_\_\_\_  
Rent (house or room)? \_\_\_\_\_ Living with parents? \_\_\_\_\_

Single? \_\_\_\_\_ Married? \_\_\_\_\_ Children: Boys \_\_\_\_\_ Girls \_\_\_\_\_

If married, did you marry a graduate or former pupil of Newport News High School? \_\_\_\_\_ If so, whom? \_\_\_\_\_

Most frequent recreation? \_\_\_\_\_

Did your high school give you any advice or guidance that influenced you toward your present work? \_\_\_\_\_ If so, what? \_\_\_\_\_

Did your high school or teachers assist you in getting a job? \_\_\_\_\_

Did your high school influence you toward present social or civic activities? \_\_\_\_\_ If so, was it in class work or extra-curricular activities? \_\_\_\_\_

What is your best remembered impression from high school? \_\_\_\_\_

Please write below or on the other side any comment you would like to make on how the high school could better have helped you in the life you have entered since leaving school, or things you feel should have been taught while you were in school.



1341 Hampton Ave.,  
Newport News, Va.,  
July 29, 1935.

Dear Alumnus:

The high schools of the country have long realized that their pupils would be more adequately served if we knew more about their progress in the various walks of life entered after leaving school. Modern industrial plants spend large sums of money in making intensive studies of what happens to their product after it leaves the plant and on the basis of these studies they bring about improvements in service to their customers.

The collection of such information by high schools is a much more difficult task, though greatly needed. I am now making such a study of the post-school careers of some of our former pupils and I have selected those who entered high school in 1921 for this study. Some remained to graduate in February or June 1925, others withdrew to enter other fields.

I shall appreciate it very much if you will make your personal contribution by furnishing the information on your career since leaving school, as indicated on the enclosed sheet. It is very important that contact be established with every member of the entering class if possible, so if you do not feel able to answer every question, will you not please reply to those you can and return the sheet in the enclosed stamped envelope by August 15th. Every item, however, is important and you may rest assured that replies will be seen only by myself and will be kept ABSOLUTELY CONFIDENTIAL. Only the totals will be kept.

Your reply will constitute a considerable service to your own high school as well as to education in general. If you would like a copy of the general report on the class when it is completed, if you will so indicate on your reply sheet I shall be glad to mail you a copy. Should you desire to ask about any of the questions, please feel free to call me by telephone, Newport News 2828J.

With best wishes, I am

Very sincerely yours,

Lamar R. Stanley

## CHAPTER IV

### EDUCATIONAL CHARACTERISTICS OF NON-COLLEGE HIGH SCHOOL GRADUATES

This chapter presents data relative to the educational characteristics of high school graduates who did not go to college. The object here is to draw such conclusions as are justifiable from the available data concerning the scholastic position occupied by the group specified in this study. What was their level of scholastic achievement? What type of training did they seek as indicated by curricular and subject choices? What characteristics did they display with regard to participation in extra-curricular activities, in school citizenship, in attendance, in acceleration or retardation in school?

To enable the reader to understand the significance of the data on scholastic ratings, the grading system of the school should be outlined. The permanent record card for each individual furnished a final subject grade average and the individual's scholastic rank in the class. The scale used in this final average was 1.00 to 5.00, 1.00 representing the highest average. Averages were carried out to two decimal places. The school used a five point letter code for subject and conduct grades. The letters were A, B, C, D, E. "A" represented the highest grade, "B" next highest, "C" average, "D" passing, and "E" failure. In transposing these grades into the scale for final averages, "A" was given a value of 1, "B" - 2, "C" - 3, "D" 4, and "E" - 5. The final average was figured by transposing each subject grade into its numerical equivalent, adding all the numerical grades,

and dividing this sum by the number of grades. A final average of 1.00 thus indicates that no grade below "A" was received during the individual's high school career. A final average of 4.00 indicates either a straight record of barely passing grades, or an average of failures and passing marks. It should be born in mind throughout consideration of these figures that they are in the reverse of usual school rating scales, since the lower figures represent the higher grades.

The development of broader curricula, varied methods of evaluating pupil progress, and inclusion of extra-curricular activities in the school program, with many other changes in school procedures, indicate that secondary education is becoming aware of the needs of new types of pupils in the heterogenous, modern high school population. The basic criterion of the pupil's standing, however, in practice may still be found in the subject grades he receives at the end of each school term.

## SCHOLASTIC STANDING OF NON-COLLEGE BOYS

### Final Standing in Subject Grades

The average grade of the male graduates who did not enter college was definitely lower than the average of those who entered college, and lower than the average of the class. In each of the groups reported the average grade of boys was lower than the average grade of girls. The difference in favor of the girls was .37, on the scale of 5.00, in the entire class, .42 in the college group, and .38 in the non-college group.

The average of non-college boys was .15 below that of all the boys of the class, and .31 below the average of boys who entered college.

Table XIa  
Grade Averages for College and  
Non-College Graduates

	Grade Average	
	Boys	Girls
Entire class	2.77	2.40
College	2.61	2.19
Non-College	2.92	2.54

#### Levels in Scholarship for Boys

To determine the levels in scholarship from which the various groups were drawn, the range of grades was divided into the lower, middle and upper thirds. The range of grades for all boys in the class was from 4.05 to 1.50. The range in thirds was as follows: lower 4.05 - 3.21; middle 3.20 - 2.36; upper 2.35 - 1.50. In terms of numerical school grades on a scale of 100 these grades correspond approximately to 75 - 81, 82 - 90, 91 - 100.

Table XI b  
Distribution of College and Non-College Boys Accord-  
ing to Lower, Middle, and Upper Thirds of Scholastic Range

	Lower 4.05-3.21		Middle 3.20-2.36		Upper 2.35-1.50	
	No.	%	No.	%	No.	%
College	4	15.38	14	53.84	8	30.76
Non-College	14	34.14	18	42.90	9	21.95

Seventy-eight and four hundredths per cent of the non-college group were drawn from the middle and lower thirds in scholarship, while 84.60 per cent of the college group were drawn from the middle and upper thirds. The non-college group comprised 77.77 per cent of the lower third in scholarship, 44.78 per cent of the middle third, and 52.94 per cent of the upper third. These findings indicate that the non-college graduate is most apt to rank in the middle or lower third of the class in scholarship, and that the membership of the lower ranks in scholarship is predominately composed of non-college graduates.

#### Selection of Curricula by Boys

Table XII

Distribution of 67 Male High School Graduates  
According to Curricula

Group	Curricula						Total number
	Academic		Elective		Commercial		
	No.	Per cent	No.	Per cent	No.	Per cent	
Entire class	23	34.32	44	65.67	0	0	67
College	18	69.23	8	30.76	0	0	26
Non-College	5	12.19	36	87.80	0	0	41

Three choices in curricula were open to boys: Academic, Elective, and Commercial. Four years of English Language and Literature, two years of history, and one year of science, biology, were required of all graduates. In addition to these basic requirements, additional requirements were attached to the several curricula as follows: Academic, four units of foreign language,

three units of mathematics, one year of social studies; Commercial, two years of bookkeeping, two years of shorthand, two years of typing, one year of business arithmetic; Elective, none. The variety offered consisted of the traditional college preparatory courses, commercial work in preparation for a specific occupational field, and a third offering in which the pupil elected courses to suit supposed interests and needs not met by the other two curricula.

There were 67 boys in the class. None graduated in the commercial curriculum. The trend of selection was definitely toward the elective curriculum, 65.67 per cent of the boys of the class graduating therein. This proportion was largely due to the fact that in the non-college group 36 boys or 87.80 per cent followed the elective curriculum. The non-college group contributed only 21.73 per cent of the number in the academic curriculum, but from it came 81.81 per cent of the number in the elective curriculum.

In the choices made between the various curricula the issue did not lie exclusively in the students' intention to enter college or to enter other pursuits after graduation. The requirements of the colleges actually entered permitted, in several instances, the omission of entrance units in science, in mathematics, or in foreign language, from the required list of the academic curriculum of the high school. It seems evident that those of the college group who did not follow the academic curriculum took advantage of this opportunity to substitute other work for certain of the academic requirements.

Also, all pupils were free to attribute a desirable degree of educational value to the traditional academic courses, and to pursue such work regardless of their prospects for going further in formal schooling. The choice of only 12.19 per cent of the non-college group, however, may be so interpreted. The question may be raised here, of course, as to how many of the 12.19 per cent had planned to enter college but had been prevented for one reason or another.

The further question may be raised as to whether or not the requirements of the college preparatory courses may not exercise a selective function, whereby those not intellectually equipped for such work are relegated to activities less difficult. The data on scholastic standing might be considered to lend support to this position, but it may yet be postulated that the course followed by the student is one of election, whether as adaptation to innate and acquired capacities, or in pursuit of certain types of needs and interests. In either case 87.80 per cent of the non-college group sought other types of training than that provided in the academic curriculum.

#### Election of Courses in Mathematics, Foreign Language, and Science

In the election of courses in mathematics, foreign language, and science, the non-college group followed the trend indicated in their selection of curricula. The average number of units in mathematics for this group was 2.82 as against 3.15 for the college group; in foreign language the average number of units in the non-college group was 1.54 as against 2.38 for the college

group; in science the non-college group averaged 2.20 units as against 2.69 for the college group.

Mathematics ranked first in election by the non-college group, foreign language second, and science third. Since one unit in science, biology, was required of all graduates, the average number of units actually elected by the non-college group was only 1.20. There may have been a connection between the election of science and of mathematics because of the mathematical content of chemistry and physics.

Table XIII

Total and Average Number of Units Taken by College and Non-College Boys in Mathematics, Foreign Language, Science

	Mathematics			Language		Science	
	No. Boys	No. Units	Avr. No. Units	No. Units	Avr. No. Units	No. Units	Avr. No. Units
College	26	82	3.15	88	3.38	70	2.69
Non-College	35	99	2.82	54	1.54	77	2.20

## SCHOOL CITIZENSHIP OF BOYS

### Participation in Extra-Curricular Activities

In the activities program of the school, each activity was assigned a value, or weight, in points. These values ranged from one to ten, depending on the amount of time and energy required. The number of activity points carried by the individual student was limited by his standing in subject grades.

The graduates who entered college showed a superiority of 2.03 activities points in participation in extra-curricular



activities over the non-college group. The total number of activities points carried by the 61 boys of the class was 427, making an average of 7.00 points per member. The average for the 26 members of the college group was 7.61 and for the non-college group 5.40. In the non-college group 37.14 per cent participated in athletics as against 42.30 per cent of the college group.

The college group showed previously a definite superiority in scholarship, and shows here a superior degree of participation in extra-curricular activities. It may be noted here that these findings are in line with those of Dr. William Wetzel who found that high school pupils superior in qualities of leadership and group action were superior in scholarship.<sup>2</sup>

#### Department Grades of Boys

Each pupil received a final grade in deportment at the close of each semester. The same letter scale was used for ratings in deportment that was used for subject grades, and these letters were transposed into a final numerical average by the same method used for subject grades. A final grade of 3.00 represented average attitudes, below 3.00 less satisfactory attitudes, and 4.00 or below definite disciplinary problems. A final grade above 3.00 represented attitudes better than average and above 2.00 attitudes that were notably contributory to good order and the progress of the work of the group.

The average conduct grade for all boys in the class was 2.40; for the college group the average grade was 2.12, which was

---

1. William Wetzel, Biography of a High School.

.34 above the average grade of the boys; the average grade for the non-college group was 2.72, which was .26 below the average of the boys of the class. There were no members of the college group whose deportment averaged below 3.00. In the non-college group 11 individuals averaged below 3.00 in conduct and 4 averaged 4.00 or lower.

In the distribution of the entire group according to deportment grades shown in Table XIV, the college group shows a definite concentration in the higher deportment grades, and the non-college group shows a wider range in conduct grades, with a greater proportion of the lower grades.

Table XIV

Distribution of 26 College and 35 Non-College High School Graduates, Boys, According to Deportment Grades

Grade	College		Non-College	
	No.	Per cent	No.	Per cent
1.00-1.99	12	46.15	3	8.57
2.00-2.99	8	30.76	19	54.28
3.00-3.99	6	23.07	9	25.71
4.00-4.99	0	0	4	11.42

#### School Attendance and Punctuality of Boys

The boys of the class were absent a total of 2,262 days during their high school careers, an average of 37.08 days per member. The individual numbers of days absent ranged from zero to 131, both extremes of the range occurring in the non-college group.

The average number of days absent in the college group was 18.69, 18.39 days less than the average for the boys of the class. The average number of days absent in the non-college group was 50.74, 32.05 days more than the average for the entire class. The average number of days absent in the non-college group was 32.35 days more than the average number of days absent in the college group.

The total number of times tardy to school for all boys in the class was 1,396, an average of 22.88 times per member. The individual number of times tardy ranged from zero to 201. The average number of times tardy in the college group was 15.26, in the non-college group 28.28. The college group appears more regular and punctual than the non-college group.

#### Number of Years Spent in High School and Age

The normal period of time for completing the high school course was four years. Extension of the pupil's time of residence in the school may be assigned to two causes: ill health and failure in subjects. In the entire group the number of boys remaining in high school over four years was 24, or 39.34 per cent. In the college group 8, or 30.76 per cent, remained in high school over four years; in the non-college group 18, or 51.42 per cent, remained in high school over four years.

Only four of those who exceeded four years in high school were athletes who might have prolonged their stay in order to participate in athletics.

The average<sup>age</sup><sub>A</sub> of all boys was 220.11 months, or 18.34 years. The average age for the college group was 215.76 months,

or 17.98 years. The average age in the non-college group was 223.34 months, or 18.61 years. The college group appeared younger by the margin of .67 of one year.

## SCHOLASTIC STANDING OF NON-COLLEGE GIRLS

### Final Standing in Subject Grades for Girls

The final subject grade average of all girls was .37 higher than that of all boys. The figure .37 is not a per cent but the actual difference in grades on a scale of 1.00 to 5.00, as explained at the beginning of this chapter.

The grade averages of college and non-college girls are shown in Table XIa. It shows that non-college girls had an average grade of 2.54, which was .35 lower than the average grade for girls who entered college. This difference was slightly more than the figure for college and non-college boys, in which case the difference was .31 in favor of college boys.

### Levels in Scholarship for Girls

The total number of girls in the class was 101. The number entering college was 40 and the number not entering college 61. Five of the latter group were not employed, living with their parents. Twenty-two of the remaining fifty-four girls were engaged in gainful employment and thirty-two were married, having no other occupation than that of housekeeper.

Over three fourths of the college group, 77.50 per cent, came from the middle and upper thirds of the class; 84.74 per cent of the non-college group came from the middle and lower

thirds in scholarship. In the upper third in scholarship there was a difference of 17.27 per cent in favor of the college group.

Table XV

Distribution of College and Non-College Female Graduates  
in Lower, Middle, and Upper Thirds of  
Scholastic Rank in Class

Group	Scholastic Rank in Thirds					
	Lower		Middle		Upper	
	3.49-2.66		2.65-1.83		1.82-1.00	
	No.	Per cent of group	No.	Per cent of group	No.	Per cent of group
College	9	22.50	18	45.00	13	32.50
Non-College	27	45.76	23	38.98	9	15.23

The lower third in scholarship contained 22.50 per cent of the college group and 45.76 per cent of the non-college group.

### Selection of Curricula by Girls

The same choices of curricula that were open to boys were open to girls. As was noted in the curricular distribution for boys, the trend in the class as a whole among girls was away from the academic curriculum. Among the girls who entered college the per cent who did not follow the college preparatory curriculum was about the same as among the boys, 30.76 per cent for boys and 35.00 per cent for girls.

A slightly higher per cent of the non-college girls followed the academic curriculum than was the case among non-college boys. While none of the non-college boys followed the commercial curriculum, 30.50 per cent of the non-college girls took commercial training. This was direct vocational training for those who

planned to seek employment. The employed girls were about equally divided between the commercial and elective curricula, and this group had the lowest per cent of members who graduated in the academic curriculum. There is the possibility that some of these girls who had planned to enter college, and also, on the other hand, those who followed elective courses, could have been persuaded that the academic courses had a greater educational value than the ones they followed.

Table XVI  
Distribution of 99 Female High School Graduates According to Curricula

Group	Curricula						Total
	Academic		Elective		Commercial		
	Per cent		Per cent		Per cent		
	No.	of group	No.	of group	No.	of group	
All girls	35	25.35	46	46.46	18	18.18	99
College	26	65.00	14	35.00	0	0	40
Non-college	9	15.25	32	54.23	18	30.50	59
Employed	3	13.63	9	40.90	10	45.45	22
Married	5	15.62	8	25.00	19	59.37	32

#### Election of Courses in Mathematics, Foreign Language, and Science by Girls

In the election of courses in mathematics, foreign language, and science, girls followed the trend indicated in their selection of curricula, as did the boys. Non-college girls apparently took as little of the academic subjects as possible. The average number of units for the college group was less than the three required for the academic diploma by reason of the fact that girls could enter certain of the state colleges without mathematics

as an entrance credit. There is therefore less difference between the amount of mathematics taken by college and non-college girls than there was in the case of boys.

The preference of girls who entered college for foreign language is apparent in Table XVII. The average number of units in foreign language for this group exceeds four by reason of the fact that several carried two languages simultaneously, thus acquiring more than the usual four units. The non-college girls showed an almost equal distaste for foreign language, having an average number of units of only 1.94.

The average number of units in science for both college and non-college girls indicates a lack of appeal for girls on the part of this subject. Since one year of science (biology) was required, the average number of units elected by girls was only .95 units for college girls and .25 units for non-college girls.

Table XVII

Total and Average Number of Units Taken by College and Non-college Girls in Mathematics, Foreign Language and Science

	Mathematics			Language			Science		
	No. Girls	No. Units	Ave. No. Units	No. Units	Ave. No. Units	No. Units	No. Units	Ave. No. Units	No. Units
College	40	109	2.72	170	4.25	78	1.75		
Non-college	59	101	1.71	115	1.94	74	1.25		

#### SCHOOL CITIZENSHIP OF GIRLS

##### Participation in Extra-curricular Activities

The average number of activity points earned by all the girls of the class was 4.54. This was 2.46 points below that

average for boys, a difference possibly due in part to the fact that there were no athletic activities open to girls and also to the fact that the elective offices of the student government were usually secured by boys. It may be argued that girls are also less inclined to competitive activities and show less drive for leadership.

The superiority shown by the college preparatory group of boys in activities did not appear as definitely among girls, although there was a difference of .50 points in favor of the college preparatory girls.

#### Department Grades

Girls were graded in school deportment on the same basis as boys. The average grade in deportment for all girls was 1.70, showing a superiority of .70 above the average deportment grade for all boys. A deportment grade of 1.70 on the scale of 1.00 - 5.00 used, would be roughly equivalent to a grade slightly above "B" on the letter scale.

The non-college girls showed an average deportment grade of 1.76, as against an average grade of 1.61 for the college group. This difference of .15 in favor of the college group is not as great as the difference shown by corresponding groups of boys, but in view of the generally higher deportment grades received by girls it may have as much significance.

Table XVIII shows the distribution of college and non-college girls according to deportment grades A - B - C - D - E (expressed in the numerical scale 1.00 to 5.00. The absence of grades in the lowest level is obvious. The same trend toward



superiority in deportment by the college preparatory group is evident among the girls, as was noted in the distribution for boys shown in Table XIV. As was the case with boys the college preparatory group of girls shows a definite concentration in the upper levels of deportment grades, while the non-college group shows a wider distribution with greater per cent in the average and lower levels.

Table XVIII

Distribution of 40 College Preparatory and  
59 Non-College High School Graduates,  
Girls, According to Deportment Grades

Grade	College		Non-college	
	No.	Per cent	No.	Per cent
1.00-1.99	29	72.50	31	52.54
2.00-2.99	9	22.50	21	35.59
3.00-3.99	2	5.00	7	11.86
4.00-4.99	0	0	0	0

#### School Attendance and Punctuality

The girls of the class were absent a total of 3,794 days in high school, an average of 38.32 days per member. The individual number of days absent ranged from zero to 135, the zero occurring in the college preparatory group and the "135" occurring in the non-college group. There appeared a difference of only 1.24 days between the average number of days absent for boys and girls, this difference being in favor of the boys.

The average number of days absent in the college preparatory group was 35.35; for the non-college group 40.33. The dif-

ference in days absent, although in favor of the college preparatory group, was not as significant as the difference between corresponding groups of boys. The difference between college preparatory boys and non-college boys was 32.05 days in favor of the college preparatory group.

The total number of times tardy in high school for girls was 2,183. The average number of times tardy was 22.05. This was almost the same as the average for boys, the latter average being 22.83. The individual number of times tardy ranged from zero to 112.

The average number of times tardy for girls in the college preparatory group was 21.87, and in the non-college group 22.16. This difference seemed not large enough to be significant.

#### Number of Years Spent in High School

The per cent of each group of girls who remained in high school more than four years was as follows: all girls 30.70, college preparatory group 25.00, non-college group 33.89. This shows a definitely greater proportion of retarded pupils in the non-college group. The per cent of boys remaining in high school more than four years exceeded that of girls in all three groups.

#### Average Age of Girls

The average age of all girls in the class was 225.93 months, or 18.80 years. The average age for the college preparatory group was 209.90 months, or 17.49 years. The average age for the non-college girls was 236.30 months, or 19.69 years.

The average for all girls was 5.82 months older than the average age for all boys. The average age for college preparatory girls was 5.86 months younger than that of college preparatory boys. The average age for non-college girls was 12.96 months older than the average age of non-college boys.

### Summary

#### Educational Characteristics of High School Graduates Who Did Not Enter College

The following general findings were developed from the analysis of the school records of the group of graduates who did not enter college.

1. The graduates who did not enter college, both boys and girls, ranked lower in average scholastic standing than the graduates who entered college. The non-college graduates furnished 77.77 per cent of the lower third in scholastic standing in the class for boys, and the non-college group furnished 75.00 per cent of the lower third in scholastic standing for girls. The average grade of boys in all groups was lower than the average grade of girls.

The distribution of the class according to subject grades indicated that graduates who did not enter college were most apt to be found in the average or below average levels of scholarship.

2. Graduates who did not enter college tended to seek training other than that offered in traditional courses of mathematics, foreign language, or science. No boys took commercial training; 30.50 per cent of the non-college girls graduated from the commercial curriculum.

3. Graduates who did not enter college were inferior as a group in the extent of participation in extra-curricular activities. Fewer non-college boys achieved membership in athletic teams than did boys of the group who entered college.

4. Graduates who did not enter college ranked lower in deportment grades than did those who entered college.

5. The records of boys who did not enter college were notably inferior in attendance and punctuality to the records of boys who entered college. Non-college boys were absent from school 2.66 times, and tardy 1.85 times as often as boys who entered college.

There was no significant difference in the attendance and punctuality of college and non-college girls.

6. The average number of years spent in high school by graduates who did not enter college was greater than that of those who entered college. Among the boys the percentages spending more than four years in high school were as follows: non-college boys 51.42 per cent, boys who entered college 30.76 per cent. Among girls the percentages spending more than four years in high school were: non-college 33.98 per cent, girls who entered college 25.00 per cent.

7. The average age of non-college graduates was greater than that of graduates who entered college. For boys the average ages were: non-college 18.61 years, boys who entered college 17.98 years. For girls the average ages were: non-college 19.69 years, girls who entered college 17.49 years.

8. Recapitulation: The graduates who did not enter college ranked lower in scholarship, sought non-academic subjects, were inferior in extra-curricular activities, were more irregular in attendance, took longer to graduate, and were older than graduates who entered college.

# CHAPTER V

## OCCUPATIONAL AND CIVIC STATUS

### Occupational Distribution

Thirty-five boys and twenty-two girls from the non-college group were found to be employed or operating their own business in 1935, ten years after their graduation from high school. In the detailed consideration of occupational status, male and female are treated separately. Prior to this detailed consideration, however, the general distribution of the group is shown without regard to sex. The "white collar" occupations are most numerous in the field entered by these graduates, a fact due in part to the number of women in such work. It will be recalled that work for women other than some type of clerical work was<sup>1</sup> virtually non-existent in Newport News.

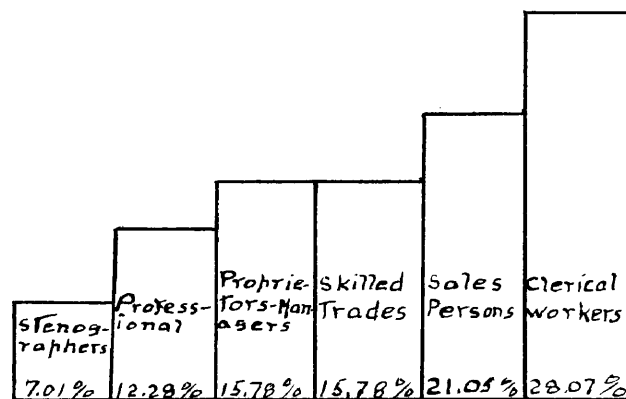


Figure 1  
Occupational Distribution of 57 High School  
Graduates, Ten Years after Graduation

Of the entire group, 35.08 per cent were in stenographic and clerical work, 15.78 per cent were proprietors or managers, 21.05 per cent were engaged in some type of retail selling. The

---

1. Chapter II, p. 24.

total per cent engaged in clerical and business occupations was thus 71.92. An additional 12.28 per cent were engaged in professional services, making a total of 84.19 per cent of the working group engaged in "white collar" occupations.

Nine persons, 15.70 per cent of the entire working group, were listed as skilled workmen. No graduate was listed under unskilled labor or domestic service, a circumstance possibly due in part to the fact that social usage reserved these fields for negroes.

Twenty-one persons, 34.84 per cent of the working group, were employed in the shipyard. This figure is in line with the general per cent of 37.35 of gainfully employed persons in the iron<sup>2</sup> and steel industry in the city's general occupational distribution.

Table XIX

Occupational Distribution of 57 High School  
Graduates Ten Years after Graduation

Occupation		Per cent			Per cent		Total	Total
		Male	of group	Female	of group		number	per cent
Stenographic Secretaries	2	0	0	4	7.01		4	7.01
Typists	2							
Clerical		7	12.27	9	15.97		16	28.07
Office workers	7							
Bookkeepers	4							
Timekeepers	2							
Cashier	1							
Bank tellers	2							
Professional		4	7.01	3	5.26		7	12.28
Trained nurses	3							
Draftsmen	4							
Proprietors		9	15.78	0	0		9	15.78
Store owners	4							
Store managers	3							
Contractors	2							
Sales persons		6	10.52	6	10.52		12	21.05
Retail clerks	9							
Salesmen	1							
Insurance	1							
Store Buyer	1							
Skilled workmen		9	15.78	0	0		9	15.78
Machinists	5							
Electricians	2							
Joiners	1							
Printer	1							
All Occupations		35	61.40	22	38.59		57	99.99

(Basis of classification - U. S. Census 1920)

Figure 2 presents a comparative distribution of the occupations shown in Figure 1 for the employed population of Virginia. According to this comparison these graduates show a concentration in their selected occupations exceeding that of the general working population with the single exception of the skilled trades. The tendency of high school graduates to enter non-labor occupations is clearly indicated.

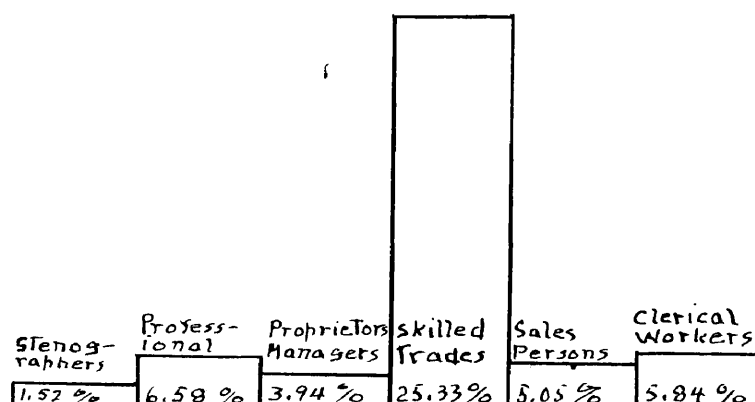


Figure 2  
Distribution of Selected Occupations in Virginia,  
Derived from Figures of U.S. Census, 1970.

The geographical distribution of the class illustrates the tendency of urban communities to retain a large proportion of high school graduates in the home community. Ten years after graduation 82.71 per cent of the Newport News class were living in the home community. D. R. Leech, in his study of all the graduates of a high school located in a rural community found only 13.00 per cent living in the home community.<sup>2</sup> A similar study of the graduates of three rural Missouri high schools found 42.00 per cent living in the home community.

---

2. D. R. Leech, A Study of the Graduates of the High School of Harvard, Nebraska, Master's Thesis, University of Nebraska, 1930.

4. N. M. Cloyd, A Follow-up Study of the Graduates of Three Missouri High Schools, High School Teacher, 10:59-60, Feb. 1974.



## Occupational Distribution of Males

In the occupational distribution of males the absence of female concentration in clerical occupations produced a more even distribution. Proprietors - managers and skilled workmen were the dominant occupations, with each showing 25.71 per cent of the entire group of males, a combined total of 51.42 per cent in these two occupational fields. Sales persons show 17.14 per cent and clerical workers 20.00 per cent. The four workers listed under "Professional" were draftsmen in the shipyard, and with the skilled workmen they constitute 37.13 per cent of the employed males. This is again a close correlation with the per cent of gainfully employed persons from the city at large employed in the shipyard.<sup>5</sup>

Table XX

Occupational Distribution of 35 Male High School Graduates Ten Years after Graduation		
Occupation	No.	Per cent
Stenographers	0	0
Clerical workers	7	20.00
Professional workers	4	11.42
Proprietors and managers	9	25.71
Sales persons	6	17.14
Skilled trades	9	25.71

In what kinds of work were these graduates actually employed? There were no stenographers or typists among the male graduates. The seven clerical workers included a stock clerk in

the shipyard, the comptroller of a large department store, two timekeepers in the shipyard, a bookkeeper in an insurance office, and two bank tellers. The four draftsmen received their training in the apprentice school of the shipyard and were working in the drawing rooms of that industry. The proprietors and managers included two owners of grocery stores, one owner of a woman's clothing store, one owner of an automobile business, one owner of a tailoring shop, one manager of a general clothing store, one general contractor, one superintendent in a contracting firm. The sales persons included two retail salesmen in men's clothing, one salesman for an oil firm, one retail grocery clerk, one insurance salesman, and one retail furniture salesman. The skilled workmen included five machinists, two electricians, one joiner (wood-worker) and one printer.

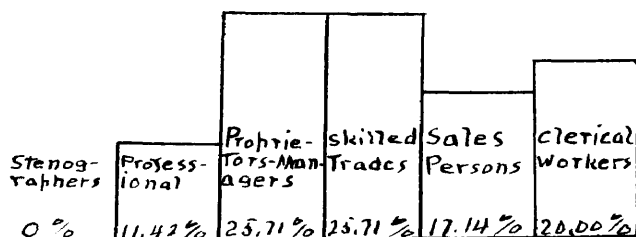


Figure 3  
Occupational Distribution of 35 Male High School Graduates Ten Years after Graduation

A question may be raised here as to the consistency of policy of the school in the organization of its curricula. Should the high school offer specific vocational training or confine its program to general intellectual training? The Newport News High School seemed, at the time of the graduation of this class, to have answered this question affirmatively insofar as training clerical and stenographic work was concerned, and negatively for other occupations. It will be noted in Chapter VI that this in-

consistency was noted by the graduates. Furthermore, despite the absence of boys from the commercial curriculum, a total of 62.85 per cent of the boys in the employed group entered some type of work in the clerical or business fields. Possibly the commercial offering should have been examined for the cause of this lack of appeal to boys who obviously might have profited thereby. This question would have involved not only the instructional program but guidance as well. The school, as has been noted, had no guidance program.

#### Relation of Occupation and Scholastic Standing

What levels of scholastic achievement were determinable for the employed group as a whole and for the different groups in the list of occupations? The distribution of the entire employed group, without distinction as to sex, is given to correspond with Table XIII on general occupational distribution. Comparison with the table on occupational and scholastic distribution for boys indicates the same influence by the presence of girls that was observed in the general occupational distribution--i.e., the girls contribute heavily toward concentration in clerical occupations.

Clerical workers, draftsmen, and the proprietor-manager group, came predominantly from the middle and upper thirds of the class in scholarship, while sales persons and skilled workmen came predominantly from the middle and lower thirds in scholarship. Much the same selective differences appeared between the two groups as appeared between the college and non-college groups as a whole.

Table XXII

Distribution of College and Non-College Graduates-Boys-According to Lower, Middle, and Upper Thirds of Scholastic Range

	Lower 4.05-7.21		Middle 7.20-8.76		Upper 8.75-11.50	
	No.	%	No.	%	No.	%
College	4	15.38	14	53.84	8	30.76
Non-College	14	34.14	18	47.90	9	21.95

There appeared considerable overlapping in the range of grades received by individuals in the various occupational groups. The average grade for each group, however, ranked clerical workers highest in subject grades and men in the skilled

Table XXIII  
Scholarship Grade Ranges and Averages  
of 35 Male High School Graduates,  
According to Occupational Groups

Occupation	Range of Grades	Average Grade
Clerical	3.44-1.32	2.64
Professional	3.38-2.03	2.75
Proprietary	3.83-2.00	2.89
Sales Persons	4.05-1.36	3.10
Skilled Trades	3.97-2.23	3.11

trades lowest. Clerical workers, professional workers (in this case draftsmen) and the proprietor-manager groups came predominantly from the middle and upper thirds in scholarship, while sales persons and skilled workmen came predominantly from the middle and lower thirds.

On the basis of these figures office workers and business men, either owners or managers, tend to come from average or above average ranks in scholarship, and store salesmen and skilled workmen tend to come from average and below average ranks in scholarship.

Table XXIV  
Distribution of 35 Male High School Graduates  
According to Occupation and Location in Upper,  
Middle, and Lower Thirds in Scholarship

Occupation	Lower 4.05-3.21		Middle 3.20-2.36		Upper 2.35-1.50	
	No.	%	No.	%	No.	%
Clerical	1	14.28	5	71.42	1	14.28
Professional	1	25.00	2	50.00	1	25.00
Proprietors	3	37.37	4	44.44	2	22.22
Sales Persons	4	66.66	0	0	2	37.33
Skilled Trades	4	44.44	4	44.44	1	11.11

## Occupational Success - Male

What degree of success was experienced by these graduates in the various occupations entered? Three items were selected for criteria in answer to this question: (1) stability in occupation, (2) progress in occupation, and (3) income.

Permanence in occupation, in conjunction with progress and economic status, may give indication of the degree of success attained by an individual and the character of his contribution to the community. The records of this group indicate early entrance into the field of their occupations and steady progress therein. They had been at work ten years. The average length of time with their last employer, or in operation of their business, was 7.71 years. Twenty of the thirty-five members of the group had been employed in their present occupation for eight years or more. Only four had been with their last employer less than five years. For the period of time covered and in view of the fact that this period covered the initial period of employment, these individuals would seem to have made a definite contribution toward the stability of the working population of the city.

Table XXV

Stability in Employment as Indicated by  
Number of Years with Last Employer

No. Years with Employer	No. Workers
10	12
9	6
8	2
7	5
6	1
5	5
4	2
3	2
2	0
1	0

Progress in occupation as shown by the number of promotions received and the number occupying executive or supervisory positions indicates a definite degree of superiority in the group. Twenty-nine boys report one or more promotions in their occupations, six report none. Advances in pay without a corresponding change in position were not counted as promotions. Sixteen, 45.71 of the working group, report two or more promotions which may be interpreted as better than average performance on the part of the individuals concerned. Seven of the group were in executive or supervisory positions, or were managing their own business in 1935.

The annual income of each member of the group is given in Table XXVI. It shows that their incomes ranged from \$1,040 to \$3,400 per year, with an average annual income of \$1,911.43. The highest paid group were the proprietors and managers. The lowest paid group were the sales persons.

Forty per cent of the group received annual incomes of \$2,000 or more, while 14.28 per cent received annual incomes of less than \$1,500. The annual incomes reported for married men ranged from \$1,460 to \$2,500, with an average income of \$1,881.30.

The annual salaries paid high school teachers in Newport News in 1932 ranged from \$1,200 to \$2,500, with an average salary of \$1,946. A study of the living costs for teachers in Newport News for 1930 found that these salaries "appeared well adjusted to the living costs for teachers in this city." The

---

6. R. P. Bowles, "Operation and Effects of a Single Salary Schedule," Teachers College Contributions to Education, Columbia University, N. Y., 1932.

annual incomes of the high school graduates here studied approximate fairly closely those of high school teachers in range and average. This would indicate for these graduates a level in income also well adjusted to living costs and to the maintenance of a satisfactory standard of living.

Table XXVI

Range of Income and Average Income for 35 Male High School Graduates Ten Years after Graduation

Occupational Group	Number in Group	Range of Income	Average Income for Group
Clerical Workers	7	\$1,525-2,500	\$1,782.14
Office Clerk \$1,200			
Accountant 2,000			
Bookkeeper 1,525			
Bank Teller 1,750			
Bank Teller 2,500			
Timekeeper 1,900			
Timekeeper 1,600			
Professional Workers	4	\$1,560-2,800	\$2,027.50
Draftsman \$1,560			
Draftsman 1,650			
Draftsman 2,100			
Draftsman 2,800			
Proprietors-Managers	9	\$2,000-3,400	\$2,400.00
Grocer \$2,200			
Grocer 2,500			
Merchant 2,500			
Automobiles 3,400			
Contractor 2,200			
Contractor 2,400			
Clothing 2,100			
Merchant 2,300			
Tailor 2,000			
Sales Persons	6	\$1,040-2,000	\$1,506.66
Retail Sales \$1,750			
Retail Sales 1,040			
Retail Sales 1,090			
Retail Sales 1,260			
Oil Salesman 1,900			
Insurance Sales 2,000			
Skilled Trades	9	\$1,460-1,900	\$1,755.00
Printer \$1,900			
Machinist 1,875			
Machinist 1,650			
Machinist 1,690			
Machinist 1,820			
Machinist 1,700			
Electrician 1,900			
Electrician 1,800			
Joiner 1,460			
Total Range of Income		\$1,040.00-3,400.00	
Average All Incomes			\$1,911.43

## Relation of Success of Male High School Graduates in School and in Occupation

How did the degree of success, as measured by grades, experienced by these graduates compare with their occupational success, as measured by income? All of the group may be considered to have met a minimum requirement for success in both fields; that is, they did graduate from high school and they were holding a position in some occupation which provided a living. The question therefore becomes one of the relative degrees of success above these minimum levels.

For many years educators have held the prospect of success in life as the logical reward for diligence and high achievement in school. A belief in this combination, or sequence, may also be observed to function in the support given to the schools by the public. These claims have been supported by figures indicating increased average incomes enjoyed by those achieving successively higher levels of education; e.g., grammar school, high school, and college. D. R. Leech, in a study of 146 male graduates of the high school of Harvard, Nebraska, found that financial status on the basis of accumulated wealth showed a definite correlation with scholastic standing in school. His conclusion was based on a predominance of larger values of accumulated wealth among those graduates coming from the middle and upper thirds on the scholastic range of the group.

On the other hand, the suggestion may be made that most of these earlier studies were made when the high school population was much more highly selected than it now is, and that with



a wider cross section of interests and abilities represented with corresponding adjustment of the school program to these interests and abilities, the figures on post-school standing may present a different picture. Many pupils now in high school may do well in classes designed for non-academic interests and achieve therein a higher grade average than would have been the case under the older program of studies, although they were definitely aimed at occupations yielding lower levels of income.

Schools should be cautious in assigning success in school as the cause of success in occupations. Evidence is yet lacking to support definite claims as to the factors contributing to success in life. It would seem probable that factors as yet undetermined contribute to the success of an individual in both fields.

It should be kept in mind that this study is not basically a comparison of the status of non-college graduates in comparison with other groups, but rather a study of the status of the non-college group in its own value. It includes only those graduates who entered occupations without college training.

Table XXVII  
Distribution of 35 Male High School Graduates According to  
Lower, Middle, and Upper Thirds in Scholarship  
and in Range of Income

Scholastic Level in Grades	Income					
	\$1,040.00- 1,600.00		\$1,601.00- 1,999.00		\$2,000.00 2,400.00	
	No.	Per cent	No.	Per cent	No.	Per cent
2.56 - 1.82	2	20.00	4	40.00	4	40.00
3.30 - 2.57	2	14.28	5	35.71	7	50.00
4.05 - 3.31	4	36.36	3	27.27	4	36.36

In order to establish comparisons by data pertinent only to the employed group of boys, the range of scholastic standing takes in only the grades of that group. The range of grades for this group was 4.05 to 1.82. It is recognized that the number of cases is not large enough to establish valid statistical conclusions, but indicates only trends within the group.

Table XXVIII

Distribution of 35 Male High School Graduates According to Lower, Middle, and Upper Thirds in Income and in Scholarship

Income	Scholarship					
	Lower Third		Middle Third		Upper Third	
	4.05 - 3.31		3.30 - 2.57		2.56 - 1.82	
	No.	Per cent	No.	Per cent	No.	Per cent
\$2,000.00-3,400.00	4	26.66	7	40.66	4	26.66
\$1,601.00-1,999.00	3	25.00	5	41.66	4	33.33
\$1,040.00-1,600.00	4	50.00	2	25.00	2	25.00

For the upper third in scholastic standing, 40.00 per cent were in the upper third in income, 40.00 per cent in the middle third in income, and 20.00 per cent in the lower third in income. The middle third in scholastic standing ranked 50.00 per cent in the upper third in income, 35.71 per cent in the middle third in income, and 14.28 per cent in the lower third in income. The lower third in scholarship presented an almost even spread in income with 36.36<sup>per cent</sup> in the lower third, 27.27 per cent in the middle third, and 26.26 per cent in the lower third.

The largest per cent of higher incomes was found in the middle third in scholarship. The highest third in scholarship was second in income and the lowest third in scholarship was lowest in income.

In the lowest group in income were found 36.36 per cent of the lowest group in scholarship as against 14.28 per cent of the middle group in scholarship, and 20.00 per cent of the highest group in scholarship.

The general distribution in income seemed such as to indicate little definite correlation with scholarship, although it seems evident that good marks in school are not a handicap and that low marks in school do not constitute a guarantee of success in the practical walks of life. It would seem probable that some undetermined factors may operate in both school and occupational life to determine the degree of individual success.

#### Occupational Distribution of Females

What occupations were entered by the girls of the non-college graduates? Twenty-two of the girls who did not go to college were found to be employed in gainful occupations ten years after graduation from high school. Opportunities in employment for girls were limited in Newport News by reason of the industrial characteristics of the city and social restrictions which precluded domestic service and most types of personal service. Stenography, telephone service, office work, and sales service were the main fields open to women. Table XXIX shows the occupations in which these twenty-two girls were engaged.

Table XXIX

#### Occupational Distribution of 22 Female High School Graduates 10 Years after Graduation

Occupation	No.	Per cent of Group
Stenographers	4	18.18
Clerical Workers	9	40.90
Professional (Nurses)	3	13.63
Sales Persons	6	27.27

Comparison of Figure with Figure 3 on page 77 illustrates the difference between boys and girls in spread of occupations and the concentration of females in the clerical fields. A total of 86.75 per cent of the girls were employed in offices or retail stores.

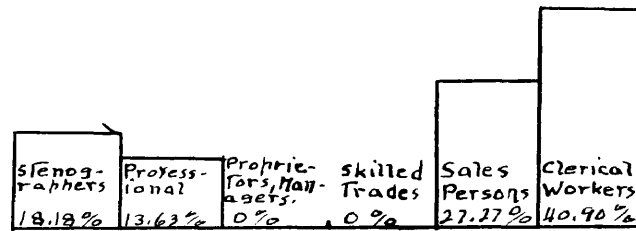


Figure 4

Occupational Distribution of 25  
Female High School Graduates 10  
Years after Graduation.

The non-college girls were divided into two main groups: those who had married and were occupied as homemakers, and those who had remained in gainful employment. D. R. Leech found in his study of high school graduates that fewer girls with high scholastic records married than not. An analysis of the scholastic standing of the girls of the group studied here who were married shows that more girls of low scholastic standing married than did girls of average or high scholastic standing. Fifty per cent of the married girls came from the lower third in scholastic rank among the girls of the class. Only 9.37 per cent of the married girls came from the upper third in scholastic rank.

Several interesting questions arise from the evidence of low scholastic standing among the girls who early enter matrimony.

The tendency to recommend home economics for girls who do not do well in academic courses would seem to have some justification here as a policy of guidance for future occupation. Further questions of interest would be the problem of determining how much of their low scholastic standing was due to lack of interest in academic subjects and how much to lack of scholastic ability. The problem of how much a pupil's success in school, as elsewhere, is due to a quality of personal drive to personal achievement might also have some bearing here.

Table XXX

Distribution of Employed and Married Non-College Female High School Graduates According to Lower, Middle, and Upper Thirds of Scholastic Rank

	Scholastic Rank					
	Lower		Middle		Upper	
	3.49-2.66		2.65-1.83		1.82-1.00	
	No.	Per cent of group	No.	Per cent of group	No.	Per cent of group
Employed	9	40.90	7	30.81	6	27.27
Married	16	50.00	13	40.62	3	9.37

Stenographers ranked high in scholarship, with an average grade of 1.64. Three of this group came from the upper third of the class in scholarship and one from the middle third. Clerical workers, professional workers, and sales persons ranked well below stenographers in scholarship. Sales persons showed a definite concentration in the lower third of the class in scholarship, with 66.66 per cent coming from that rank.

Table XXXI

Grade Ranges and Average Grades of 22 Female High School Graduates by Occupational Groups

Occupation	Number	Grade Range	Average
Stenographers	4	1.27-2.41	1.64
Clerical Workers	9	1.47-3.49	2.34
Professional (Nurses)	3	1.71-3.20	2.52
Sales Persons	6	1.81-3.14	2.15

Table XXXII

Distribution of 22 Female High School Graduates According to Occupation and Position in Lower, Middle, and Upper Thirds in Scholastic Standing of Employed Group

Occupation	Lower		Middle		Upper	
	Per cent		Per cent		Per cent	
	No. of group		No. of group		No. of group	
Stenographers	0	0	1	25.00	3	75.00
Clerical Workers	4	44.44	4	44.44	1	11.11
Professional	1	33.33	1	33.33	1	33.33
Sales Persons	4	66.66	1	16.66	1	16.66

#### Occupational Success - Female

Persons who have been active in an occupation for ten years may be assumed to have developed their abilities therein fairly well, but in reporting on the success of females in employment it should be kept in mind that their progress was limited by the scope of the occupational fields open to them. Moreover, it cannot be known for how many of them employment was a temporary matter, both in time and interest, pending a suitable opportunity for marriage.

Two girls occupied supervisory positions, one that of office supervisor or head stenographer, and one that of buyer for a store department. The figures on number of years with last employer, given in Table XXXIII, indicate one of the limitations of the occupational field for women. Wage levels were rather definitely set in the fields of employment for women, and an increase in pay was more often than not obtained by a change in employment.

Table XXXIII

Stability in Employment as  
Indicated by Number of Years  
with Last Employer

No. Years with Employer	No. Workers
10	4
9	0
8	2
7	5
6	1
5	9
4	0
3	1
2	2
1	0

Table XXIV

Progress in Employment as  
Indicated by Number of  
Promotions

No. Times Promoted	No. of Workers
3	2
2	5
1	10
0	5

The annual income reported for each girl in the employed group is shown in Table XXXV, together with the average annual income for each occupational group and the average annual income for all employed girls. It shows that the average annual income for employed female graduates was 1,081.14. The average annual income for clerical workers was 1,104.76; for professional workers (nurses) \$1,440.36; for sales persons \$822.21.

The annual incomes reported for sales persons appears as the lowest in the group. Only one reported an income of over

\$1,000.00 per year. This individual was a clerk in a department store; she was also the buyer for that department and received extra therefore. Eliminating this instance from the list of sales persons, the average annual income of this group was \$767.80. This low wage level is an example of the occupational disadvantage under which the female graduates labored, and which was referred to in Chapter IV , page 86.

Table XXXV

Range of Income and Average Income for 22 Female High School Graduates, 10 Years after Graduation

Occupational Group	No.	Range of Income	Average Annual Income
Clerical Workers	13	\$500.00-1,560.00	\$1,104.76
Stenographer	\$ 975		
Stenographer	1,170		
Stenographer	1,404		
Stenographer	1,235		
Office Clerk	1,560		
Bank Clerk	1,550		
Bank Clerk	1,350		
Store Cashier	1,118		
Office Clerk	1,420		
Office Clerk	780		
Office Clerk	500		
Office Clerk	950		
Office Clerk	1,250		
Professional	3	\$960.00-1,924.00	\$1,440.36
Registered Nurse	\$ 960		
Registered Nurse	1,500		
Registered Nurse	1,924		
Sales Persons	6	\$676.00-1,100.00	\$ 822.21
Retail Clerk	\$ 676		
Retail Clerk	728		
Retail Clerk	750		
Retail Clerk	900		
Retail Clerk	785		
Retail Clerk and Buyer	1,100		
Total Range of Income		\$500.00-1,924.00	
Average of All Incomes		\$1,081.14	



# The Relation of Success in School and Success in Occupation as Measured by Income, for Females

Some differential factor, or factors, becomes evident in consideration of the scholastic and financial standings of girls. While the scholastic standing of girls was consistently higher than that of boys, their standing in income is consistently lower. The school situation appears to favor girls in the matter of grades, and occupational restrictions appear to operate to their disadvantage.

Within the qualifications suggested above, the high school achievement of girls as measured by grades bears much the same relation to success in occupations as measured by income as did that of the boys. From the upper third in scholastic standing 33.33 per cent stand in the upper third in income, 50.00 per cent in the middle third in income, and 16.66 per cent in the lower third in income. The middle third in scholastic standing had 57.14 per cent in the upper third in income, 28.57 per cent

Table XXXVI

Distribution of 22 Female High School Graduates According to Lower, Middle, and Upper Thirds in Range of Income and Scholarship

Income	Thirds in Scholarship					
	Lower		Middle		Upper	
	3.49-2.66		2.65-1.87		1.82-1.00	
	No.	Per cent of group	No.	Per cent of group	No.	Per cent of group
\$1,251.00-1,924.00	1	14.28	4	57.14	2	28.47
901.00-1,250.00	3	37.50	2	25.00	3	37.50
500.00- 900.00	5	71.42	1	14.28	1	14.28

in the middle third in income, and 14.28 per cent in the lower

third in income. The lower third in scholastic standing had 55.55 per cent of the lower third in income, 33.33 per cent of the middle third in income, and only 11.11 per cent of the upper third in income. The tendency for graduates in the lower levels of scholarship to fall into low levels of income appeared definite.

Table XXXVII

Distribution of 22 Female High School Graduates According to Lower, Middle, and Upper Thirds in Scholarship and Range of Income

Scholastic Standing	Thirds in Income					
	Lower		Middle		Upper	
	500-900		901-1,250		1,251-1,924	
	No.	Per cent of group	No.	Per cent of group	No.	Per cent
1.82 - 1.00	1	16.66	3	50.00	2	33.33
2.65 - 1.83	1	14.28	2	28.57	4	57.14
3.49 - 2.66	5	55.55	3	33.33	1	11.11

The matter of curricular choice would appear to have entered into the question of income distribution for girls, which in turn is connected with the definite levels of income in the limited occupations available to women in Newport News. There were seven girls in the upper third of the range in income. Of these seven, three graduated from the full commercial curriculum, and a fourth, while graduated from the elective curriculum, took typewriting and shorthand. A fifth member of this group graduated from the academic curriculum and received commercial training in a business school. Thus five of the seven girls receiving the highest incomes received direct training for one of the highest paid fields of employment for women.

## Contribution to the Community

What service has the community received through the social and civic activities of the employed group of non-college graduates? These services, it was believed, would be indicated by their promotion of business and industrial activity, by their establishment of homes and families, and by their participation in the civic, social, and religious activities of the city.

Eight of the boys became either the manager or the owner of a business in the city. The ninth of this group became a business manager elsewhere in the state. Four other members of the group, three boys and one girl, assumed executive or supervisory positions. The total number who thus assumed a definite part in the direction of certain areas in the business and industrial life of the community was 13, or 22.80 per cent of the group.

One of the bases for soundness in community life is stability and permanence in residence and occupation. Seventeen of this group, 29.82 per cent, were still in the same business or with the same employer they started with. Their promotions, increases in income, and growth in responsibility have developed within the same field, with concomitant advantages to employers, community, and themselves. With one exception the range of years with last employer was from three to ten years. The average number of years with last employer was 7.28. The one exception was a girl who had been working but two years, subsequent to a divorce.

There were 25 marriages in the employed group, 23 boys and 2 girls. One of the marriages was dissolved, leaving 24 homes established. Twelve of the 24 homes had no children; the remaining

12 families had 16 children, 9 boys and 7 girls. The largest number of children in one family was 3.

There were 5 home owners. The total value of homes owned, on the basis of the owners' valuation, was \$25,000. The individual values were as follows: \$9,000, \$5,000, \$4,500, \$4,000, and \$2,500.

Sixteen married members of the group and 8 single members rented houses or apartments, thus contributing 24 units toward the occupation of rental property in the city. Twenty-eight, 10 boys and 18 girls, were living with parents.

Twenty-two of the group, 17 boys and 5 girls, were members of one or more civic, fraternal, or social organizations. This was 38.59 per cent of the group. Since 8 belonged to more than one organization, the total number of memberships contributed was 33. They included a wide range of types of organizations, indicating a wide spread of interests.

#### List of Organizations in Which Members of Employed Group Were Active

##### Service Clubs

School Patrons' Leagues  
Girls' Friendly Society  
Kiwanis Club  
Y. W. C. A.

##### Professional Organizations

Printers' Union  
Bricklayers' Union  
Photography Club  
Business Woman's Club  
International Bankers' Institute  
Volunteer Fire Department  
American Nurses' Association  
Naval Reserve

##### Fraternal Orders

Elks Club  
Masonic Order  
Odd Fellows  
Woodmen  
Redmen

##### Cultural Organizations

Woman's Club  
Young Women's Hebrew  
Association

Junior Hadassah

##### Social Organizations

Cavalier Club  
Southerners' Club  
Original Club

Participation in the religious life of the community may range from passive and non-contributive church membership to

active leadership. From its number this group contributed 33 church members and 7 church or sunday school officers. The following denominations were represented: Baptist, Methodist, Jewish, Holiness, Presbyterian, Christian, Congregational, and Lutheran.

Leadership in non-religious organizations is indicated by the holding of directive offices as follows: president of organization 1, treasurer 3, secretary 3, chairman standing committee 3, chaplain 1, sergeant-at-arms 1.

While none of the graduates was reported as having held public office, a total of 30 were qualified voters. This was 52.03 per cent of the group, a higher percentage than obtains in the population at large.

### Summary

#### Occupational and Civic Status of Non-College High School Graduates

A detailed study of the occupational and civic status, as of ten years after graduation, of these high school graduates who did not enter college led to the following general findings:

1. "White collar" occupations, such as stenography, clerical work in offices, and retail selling predominated in the fields of work entered by the non-college graduates when considered without regard of sex. Only 15.78 per cent of the employed group entered skilled trades, or occupations involving manual labor.

2. "White collar" occupations were predominant in the fields of employment entered by boys, but to a lesser degree than

in the entire group. No boys entered stenographic work and only 20.00 per cent entered clerical work. The most prominent fields of work entered by boys were business ownership or management, and skilled trades.

3. Girls entered stenographic, clerical, or retail sales employment almost exclusively.

4. It appeared, from the occupational distribution of the graduates, that ability to make proper personal contacts and to deal with people rather than with materials, was an important factor in their work.

5. Graduates who entered employment ranked lower in scholarship than graduates who entered college.

6. Male office workers and business men tended to come from average and above average ranks in scholarship. Retail salesmen and skilled workmen tended to come from average and below average ranks in scholarship.

7. Female office workers and stenographers tended to come from average and above average ranks in scholarship. Retail sales girls tended to come from below average ranks in scholarship.

8. Fifty per cent of the girls who were married ten years after graduation ranked in the lower third of the class in scholarship.

9. With the exception of stenographers, there appeared to be little connection between the training of these graduates in high school and their subsequent occupations.

10. Non-college high school graduates showed a high degree of stability in employment. For the ten-year period studied

the average number of years spent with employers was: for boys, 7.71 years; for girls, 6.59 years.

11. The annual income for males ranged from \$1,040.00 to \$3,400.00. The average annual income for males was \$1,811.43.

12. The annual income for females ranged from \$500.00 to \$1,924.00. The average annual income for females was \$1,081.84.

13. There appeared to be little correlation between success in school as measured by grades and success in employment as measured by income. It appeared possible that different factors were operative in affecting the success of individuals in each of the two fields.

14. The scholastic standing of girls was consistently higher than that of boys, but the annual income of employed girls was consistently lower than that of boys. The school situation appeared to favor girls in the achievement of higher grades, while occupational limitations operated to their disadvantage in employment.

15. All of the employed graduates were stable and active members of the working group of men and women in the community as a whole.

16. There was an outstanding contribution to the community in the establishment of homes and in the occupancy of rental property by the employed group.

17. There was a wide distribution of membership in civic, social, and religious organizations. Leadership on the part of the employed graduates in community activities was indicated by the fact that 33.33 per cent occupied directive offices in religious, civic, and social organizations.

## CHAPTER VI

### EXPRESSIONS FROM THE GRADUATES CONCERNING THEIR HIGH SCHOOL TRAINING

It was thought that the reactions of a group of graduates concerning their high school training should have a place in a study of their school and post-school careers. Each graduate in the employed group of this study was asked to state what he remembered best from his high school experience, and also to comment on how the high school could have better helped him in his life since leaving school.

Forty replies were received to the question, "What is your best remembered impression from high school?" These replies are listed below, verbatim, as follows:

1. "Playing with the orchestra and how hard it was to get it started."
2. "The patience one teacher had with me."
3. "The understanding sympathy of some of the teachers."
4. "My best remembered impression is skipping French 4 so I could have my favorite teacher."
5. "Trouble with Mr. -----, and getting suspended."
6. "My best remembered impressions are the assemblies and the meetings of the literary society."
7. "Miss ----- and the cooking classes."
8. "Working in the office."
9. "Mechanical Drawing class."
10. "My experience in the football squad and all the hoocy in class."



11. "To be alert, obedient, and prompt."

12. "My best remembered impression from high school days, I'm afraid, is tinged with remorse. Remorse, because they could never be lived again. The fellowship, carefree and happy, that comes to one only in high school. I'm remembering most vividly, though, the feeling of exultation that I can still feel when I had successfully translated a paragraph of Caesar for my Latin teacher. That was something never to be forgotten."

13. "Trying to collect class dues from a broke bunch of kids."

14. General enjoyment of the last year in school, socially and in studies."

15. "Debating and public speaking in the literary society."

16. "Athletics, especially baseball."

17. "Being the tallest boy in school."

18. "The first day we had freshman assembly - singing 'Our Old High.'"

19. "Fellow classmates and faculty."

20. "A debate in the literary society, 'Why the shipyard was unjustified in a ten per cent cut in wages'."

21. "Too many fond memories to differentiate."

22. "I thoroughly enjoyed my four years in high school."

23. "The dreaded Monday mornings when speeches were made from the Literary Digest."

24. "Congenial classmates. I was a stranger to the Newport News schools and my work and presence were made very pleasant."

25. "The wonderful spirit which seems to live on even after one leaves school. My high school days shall always be cherished - memories of teachers, friends, etc."

27. "My impressions for the greater part were unpleasant. The last two years I was in high school I had to work afternoons and nights in order to continue in school. I worked from 5:00 P.M. to 10:30 P.M. Because of this I was unable to take part in athletics and I was looked down upon by most of the students. The students and faculty, at least most of them, lay too much stress on athletics. Of those who made it most unpleasant for me, one is a plumber's helper at \$16.30 a week, one is working at an oil station for \$75.00 a month, and one is a bar tender in a hotel. I feel that less stress should be laid on athletic prowess and more on intelligence. One more thing: Of all the faculty my most pleasant memories are of ----- who was so helpful and gave me so much encouragement. I remember his friendship and understanding with a feeling of deep respect."

28. "How badly I wanted to get out and then how I wished I was back."

29. "Getting out."

30. "My Graduation." (By 5 graduates)

31. "Assemblies." (By 6 graduates)

The replies may be classified as follows:

1. Extra-curricular activities (not including assemblies) ...	9
2. School spirit and friendships .....	8
3. School assemblies .....	8
4. Graduation .....	8
5. Favorable relationships with teachers .....	5
6. References to class work .....	4
7. Unfavorable relationships with teachers .....	2

Analysis of the replies indicates important functions on the part of personal relationships between pupils and between pupils and teachers. The references to sympathetic and helpful teachers are a reminder that nearly all of the members of the class who stood low in scholarship were in this group. The replies

also indicate a strong impression made by extra-curricular activities. An interesting observation is that the majority of the activities mentioned are those involving school wide participation, such as assemblies. Recalling that the non-college graduates showed a lesser degree of participation in extra-curricular activities, it may be suggested that lack of ability for the more highly specialized activities tended to limit them to activities where they were not called upon for active performance. The role of spectator is often sought by those unable to perform themselves, but who are interested in the performance of others.

Each member of the employed group was requested to comment on "How the high school could better have helped you in the life you have entered after leaving school, or things you feel should have been taught you while you were in school." Thirty-three replies were received to this request, which are reported below, verbatim:

1. "In my opinion the high school offered adequate learning for an average job, but I didn't, and I don't think the average boy or girl does, take life seriously enough to take advantage of his or her opportunities until school days are over and a lifetime of work faces them, which is of course too late. In our city which centers around the shipyard I think an excellent course in mechanical drawing, blue print reading, with machine shop training, would be a great help for many of the boys graduating from high school."

2. "More practical mathematics should be taught."

3. "I think there should be vocational guidance and pupils should be taught to work harder."

4. "The course I took was pretty good as it was, especially on the cultural side."

5. "More emphasis should be put on spelling and public speaking. I believe many would appreciate a good course in etiquette in later life."

6. "Pupils should be taught to take a more serious view of the responsibilities of life."

7. "I would like to have had a good course in shop work and practical mathematics. Also more grammar."

8. "My daughter is in Canada on her vacation, but I will say that I have heard her remark that as far as knowing anything about geography is concerned, she might as well never have studied it."

9. "Spelling and English are very important, and in my opinion should be stressed more."

10. "More girls should take home economics."

11. "Pupils should be taught to speak and use good English. Also more practical mathematics should be taught."

12. "I believe if my mathematics had been taught in a more practical manner it would have simplified that part of my business for me. Also, if typewriting had been included in my course it would have helped."

13. "I regret that I didn't take a business course. Every woman should take one and enter the business world before she marries. It makes a woman more capable of handling one of the most important jobs in life - home-making. Learning the value of money, how to live on a budget. I speak from experience, having spent seven years of my life in the business world before I married. My high school education was all my parents were able to give me and I value everything I learned and feel that my life has been a success."

14. "I think pupils should be better prepared to meet the outside world from a social standpoint."

15. "If when I was in high school I had known that I was going to marry so soon I think I would have taken home economics instead of some of the subjects I did take. I think they would have benefitted me more, but as I intended to teach I took the course best fitted for teaching. However, I planned to marry before I could carry out my plan."

16. "I would have taken chemistry instead of physics and more English composition instead of literature."

17. "I don't feel that the high school could have helped me more, except that I would have gotten more out of it had I continued to take the business course."

18. "I think we should have had some work in school that leads to our trades in life, as a machine shop course, woodwork - just to give the boys and girls an idea of life itself."

19. "There should be more vocational training to prepare pupils for life itself."

20. "I think there should be a good business course with practical experience. Train how to meet people and speak correctly."

21. "There should be less dangerous athletics and more shopwork."

22. "Spelling, not for myself but for many graduates whose spelling is terrible. Penmanship also."

23. "Since I did not learn any trade or specialize in any particular training, I was obliged to enter the ladies' apparel business in which I was trained by my parents. Present-day conditions, competition, and lack of finances caused my business venture to end in failure. I wish now that I was trained at high school as an advertising man, bookkeeper, or some other employment that would offer a decent living salary for my family and myself. I enjoyed being my own boss, however."

24. "By affording a complete course in English grammar and public speaking."

25. "I had two years of domestic science which was worthless in everyday life. I believe more practical domestic science, taught with good plain cooking, would save many burned fingers and unnecessary tears.

26. "Too much stress was put on learning what was in the books and not enough emphasis on thinking for one's self. I believe more time should be given to training pupils to think and not so much just to learning."

27. "I would suggest more practical shopwork and stricter rule over the pupils."

28. "I would have liked to have had work that would train one to work in a store and learn to take care of stock and meet people."

29. "I wish I had taken more business training. It would have helped me in my work and I believe it would have better prepared me for life."

30. "I would have liked to have been taught home management, especially budgeting."

31. "In my case and others that I know of, it seems that I could come to no definite conclusion as to the work I should enter and pursue through life. I believe if some kind of examination or analysis were given each student the last year in high school it would help him to select a career for himself."

32. "I would suggest that the most practical courses be given that prepare a person for the problems and conditions that have to be entered after leaving school; such as a course in spelling, diction, public speaking, etiquette, fellowship, and the facts of life that most of us never learn at school or at home. I think that each class should be in two or more sections; namely, those that want

an education and those that come because it is compulsory. The first should be given every opportunity and the second little consideration."

33. "The courses I would recommend being added to the curriculum are a good course in public speaking and in drama."

Analysis of the foregoing comments shows the main suggestions for the school program as follows:

1. More specific vocational training .....	12
2. More effective training in English (grammar, Spelling, composition, public speaking) ..	9
3. More effective relationship between school training and future social requirements of life .....	6
4. More practical mathematics .....	4
5. Etiquette and personality development .....	4
6. More home economics .....	3
7. Vocational guidance .....	3

It will be recognized that there is considerable overlapping in the seven items noted. They were used, however, because of the definite suggestions made by the graduates. The following general trends may be observed in these comments:

1. There appears to be a feeling that there should be a more definite connection between the school program and the activities and situations of adult life. This is indicated by the suggestions for more practical mathematics, for training in the use of language which would be of more conscious benefit in actual life, and in the desire for vocational training and guidance.

2. There appears a feeling that there should be engendered in the pupil a more serious and responsible attitude toward his school training.

3. Experience in the activities of adult life appears to have made the graduates conscious of certain needs in social abilities, contacts with other people, and in personal development. Their comments indicate a feeling that more specific attention should have been given these elements in their school program.

#### Favorite Recreations Reported by Graduates

Each graduate in the employed group was asked to report his favorite recreation. There were thirty-three replies to this question. The recreational activities reported were as follows: Bridge playing, 2; Tennis, 3; Golf, 7; Reading, 5; Swimming, 7; Bowling, 1; Fishing and boating, 5; Rifle shooting, 1; Motoring, 1; Dancing, 1; Football and baseball games, 1; Motion pictures, 2; Walking, 1.

Twenty-five of the recreations reported were outdoor activities; five of the recreations reported were indoor activities. It may be considered that some taste for the recreations reported was developed in school by the devotees of football and baseball games and of reading, but aside from these there appeared no connection between the school program and the subsequent recreational activities of the graduates.



## CHAPTER VII

### CONCLUSIONS AND IMPLICATIONS FOR THE SCHOOL

From the characteristics of the non-college graduates, which have been brought out in the foregoing study, it is clear that the high school has in these pupils a group whose needs are not being adequately served. Their status in school, as measured by scholastic achievement, is unsatisfactory. Not only is the scholastic ranking of the non-college pupil unsatisfactory according to the indices of the school, but the very program which is designed for his profit occupies a secondary position in the atmosphere of the school.

The distribution of the graduates of this class according to scholastic standing shows that non-college graduates are most apt to be found in the average or below average levels of scholarship. It is also significant that nearly all the very low standings in scholarship are found in this group. A series of concomitant disadvantages follow in the train of poor achievement in scholarship. The non-college graduates are less active socially, more irregular and unpunctual in attendance, and are involved in more disciplinary troubles than the pupils in the college group. Translated into terms of the daily life of pupils, this gives a picture of personal conflicts, of suspensions, of tense interviews between school authorities and parents, of individuals dropping from their class in the chronological march through school, of bored pupils and despairing teachers. It is, in the final analysis, an unproductive situation.

The problem presented here is of deeper significance than the matter of getting pupils to study more seriously, and to come to school more regularly. It may be considered an extension of the problem analyzed by Dr. George S. Counts in his study<sup>1</sup> of the selective character of secondary education. In this study Dr. Counts showed that twenty years ago the population of American high schools was a highly selected group and that though in principle American secondary education supported free and universal high school training, in practice the selective principle which Dr. Counts found to be operating in high school enrollment was based on occupational and cultural distinctions. There was a close relationship between parental occupation and the probability of enrollment of children in high school. The non-labor groups, such as professional service, proprietors, commercial service, managerial service, and clerical service, were well represented in the enrollment of their children in high school while the labor groups were less well represented with the children of common labor practically absent. The study shows very clearly that while the American high school is supported by the entire population through taxation, and while it is ostensibly open to all children, it actually in 1922 was attended by the children of certain classes only.

Since 1922 this problem appears to have been projected into the high school itself. The increase in enrollment in high schools has continued. Labor legislation, changes in the types

---

1. George S. Counts, The Selective Character of American Secondary Education, Chicago, Chicago University, 1922, p. 141.

of labor required in industry, parental ambitions for children, are familiar causes of a greater representation in high school of sections of the population whose children were once content with elementary training. Today there are many high schools in which the labor sections are more largely represented and the presence of these elements has raised new instructional problems. The distinctions which once influenced these pupils away from high school still exist in educational practice. If in practice secondary education formerly excluded these pupils through an unrecognized but effective selective policy, the high school now thwarts and bewilders them with a basic program and an academic atmosphere which is unrealistic for their purposes and unstimulating for their progress.

The non-college pupils present many of the characteristics of unsatisfactory, or slow, pupils. Coupled with their lower averages in grades is the general tendency to avoid the traditional academic courses and to seek courses that are more practical from their point of view. This tendency is often regarded by teachers as an effort to take easier courses from the academic point of view, but it is deserving of more serious consideration. It may be that in the non-college pupil there is found a direct and practical type of mind which is intolerant of effort that is not directed toward a definite personal objective. In the academic classroom there is much of authoritative teaching and little of questioning of authority on the part of the pupil. There is much of the cloister and little of the clash of individual interests and pursuits in the atmosphere of

classical training. Yet the latter qualities are those which these pupils will be called upon to exert when they enter the daily walks of life after graduation from high school. The suggestion here is that the inability of the slow or "practical minded" pupil to achieve a high or even satisfactory standing in traditional courses may be due to fundamental characteristics in life attitudes as well as to lack of aptitude in academic exercises.

Although since 1920 the section of the general population represented in secondary education may have widened appreciably, the selective process is still discernible in the occupational distribution of the non-college graduates. There are none in the group studied who entered the ranks of common labor, and the largest percentage is found in managerial and clerical service. It should be borne in mind, of course, that in the southern states, the field of common labor is occupied largely by negroes. Since few or none of the high school graduates enter the lower ranks of the labor field, it may be accepted as a corollary that few enter high school from those ranks. There is a strong tendency for children to follow in the footsteps of their parents so far as the general field of their work, if not in actual occupation.

The distinction between types of pupils, which was discussed earlier in this chapter, is sharpened by the analysis of the position of the non-college graduates in the community. In the school the picture was of a group whose standing averaged from satisfactory, though not distinguished, to very poor. The group contained practically all of the failures and the very

unsatisfactory workers according to the standards of the school. In this group were also found all of the class who were anti-social in attitudes and who were in conflict with the government of the school society. Viewing the school as an employer, there were many in the group who were often discharged, who suffered loss of wages because of absence, and who were refused advancement in wages or position when such opportunities were open. There were also many others who achieved their daily tasks satisfactorily and who were accounted successful in their work.

The same group presents a different picture in the daily walks of life. There is a quality of certainty and competence in their performance in the various fields of work entered. The figures on permanence in occupation and on promotions indicate a general degree of success and competence which is at variance with many of their records in school, and which removes these graduates from the category of unsuccessful persons.

There are few among the male graduates whose annual income does not classify them within the range of middle-class incomes and comfortable financial circumstances. The ability to maintain homes and to enjoy some of the better advantages of life appears possible for them and their families. This ability indicates a stable element in the population and one from which the community may expect material contributions in the way of leadership and social activities. They are permanent workers, filling their positions to the satisfaction of their employers, or successfully operating their own enterprises. Their average contribution to the business and industrial development of the community

is substantial and one which should give promise of definite participation in the directive influences of the city in which they live.

The contribution of the group in fields other than the occupational field is also impressive. At the end of ten years of effort the number of homes owned, of families established, and of children in these families, make a sound contribution to society. It is perhaps significant that the number of broken homes was limited to one. The survey of participation in religious and social activities shows this class of young citizens to be a main contributor toward the maintenance and activities of such organizations. From this group are recruited members and leaders for religious and fraternal organizations, and a percentage of registered voters which is above the average for the general population. This percentage of voters is perhaps more significant than would appear on the surface, since in the state of Virginia the percentage of the population who are registered voters is small compared to the total number of population. This situation develops because of the requirement for payment of the poll tax for registration. Only those citizens who are sufficiently interested in suffrage to qualify do so, hence membership in the list of qualified voters indicates more than average interest in this civic duty and constitutes membership in a definitely directive body of the political unit wherein the voter resides.

For the high school there are serious implications in the problems presented by non-college pupils. One of these implications is the matter of public policy. The whole American

educational program constitutes one of the most gigantic public enterprises ever undertaken by a state on behalf of its citizens, and it is probable that the American program of secondary education is the most unique feature of the general system. The amount of public funds involved is very large, amounting in many cities to from one-fourth to one-third or more of the general tax fund. The number of persons engaged in teaching and administrative duties is sufficient to constitute a distinct element in American society. It is also probably safe to say that attendance in high school affects nearly every family in America, since even those who do not send their children to high school must make the decision not to do so. Thus it appears that secondary training is the normal expectation of the great majority of American youth.

This study has cited evidence to the effect that the majority of pupils who attend high school may not be expected to continue formal training in higher institutions but will regard the secondary institution as their last source of training for their future life activities. There has also been presented here evidence to the effect that the experience undergone by these pupils in high school is, in varying degrees but sufficiently so to affect the average, unsatisfactory and inadequate. They are not typically competent in their high school work and are conscious of a lack of connection between this, their last formal training period, and the life into which they go after graduation. They have also been conscious of the superior consideration given another smaller contingent in the high school popula-

tion, a contingent which establishes the pervading purposes and ideals of the school.

These people give ample proof in the daily activities of the community that they are capable, adaptable, and successful. They undertake the burdens and responsibilities of the community and cope with them well. As business men, workers in various industries, participants in various social and civic activities, they acquit themselves well and acquire the respect of the community. Such high school graduates constitute the class of citizenry that may be called the backbone of society and which will have the deciding voice in matters of national and community importance.

As a matter of public policy it would seem that more importance should be attached by the public high school to the position this section of the population may take in its support and development. It can hardly be sound public policy to relegate such future citizens to a position of secondary importance in the school program, nor to neglect the task of a direct attack upon the problem of meeting their needs in training for their future activities. From time to time there have been discussions by penetrating authorities upon the possibility or even desirability of providing universal secondary training, but in the meantime the very section of the population under discussion seems to have answered the question in the affirmative. Under the impetus provided by legislation, by industrial policies, by economic conditions, secondary education is reaching further and further down into the strata of society and approaching nearer



and nearer a complete cross section of the population. The presence of these pupils is an accomplished fact; the program to be developed for them is a problem which has become immediate.

There is practically no place in the modern world for youth of high school age, except in high school. The demands of society today are such that definite and specific equipment in the way of training for work and training for social attitudes is necessary for a successful life. In view of these considerations it would seem unwise as a matter of public policy to permit the gap between the interests and activities of this great middle class and the program of secondary institutions to widen.

The future of the secondary institution is, of course, involved. As has been pointed out, when institutions have in the past failed to contribute to the needs and interests of this great section of the population, it has turned to some other source for help. But there is a more serious consideration in this connection. There is a social necessity which should be met. No nation has been more inclusive in its democracy, nor more insistent upon opportunity for "the good life" for all of its citizens. While we have never weakened in our conception of this ideal, it is clear that we are far from its practical realization. There is apparent a growing consciousness in secondary education and among the people whose lives it should decisively affect that the high school has a much greater contribution to make in preparing them for life's activities. Such

a contribution should result in yet more popular support of secondary education and a more intimate connection with the lives of the people.

A second implication for the school arises in the problem of the public expense involved in an expansion of the school program. Our people embarked upon a program of universal education without definite consideration of the cost. In general the sentiment has been that whatever the schools need they should have. Increasing requirements in the way of equipment, rising salary scales, and increase in the numbers of pupils to be accommodated have made necessary heavier demands upon the taxpayers. Comparison with expenditures made by the public for things they want makes it clear that whatever they desire in educational facilities, the economic system can afford. But whether the general public desires a further development of educational facilities will depend upon their estimation of its value. The problem for secondary education will be to develop a program that will have a very real value to the majority of the people, and then to see that the program is so interpreted to them that they can realize its value in terms of their own lives and activities. Only when the man in the street can definitely link enhanced values in his daily life with his experiences in high school will he feel the intimate connection necessary to convince him that this is one thing his society must have, no matter what the cost.

We come finally to the basic implication for the school, the curriculum. Here is the point where principle and practice

are at variance. The spirit in secondary education may be willing, but the flesh is weak. Democracy in education must mean more than the legal right on the part of every child to enter a secondary institution there to profit by the program if he can. If society proposes to include in the secondary program every child, there must be in that program a channel through which every child may progress into a fuller and a more competent life in that area of society in which he will live. As stated before, we seem definitely committed to such a program. Society has resolved itself into a state where it can profit little from the activities of adolescents and the individual can profit less. The most profitable course for both would seem to be to undertake to better prepare the individual for a later participation in adult responsibilities.

The development of the new function of secondary education in practice seems likely to meet with insurmountable difficulties unless it is possible to make a definite break with many of the conceptions of the older program. There are many of the conventional points of view which must be abandoned in order to establish the necessary point of view for the new program. The logical basis for a program of instruction for non-college high school pupils would seem to be the life they will probably lead when they leave the school. A practical application of the idea of teaching the pupil to do better the things he is going to do anyway would probably bring much that is new to the curriculum. As an example, there may be cited the wish expressed by several of the graduates in this study that they had been taught to meet

people smoothly and had learned how to make skillful personal contacts. There can be no question but that this is a most desirable ability for most persons and a necessity for salespeople, managers, and persons in directive or personnel services. Yet such training as may be found along this line in the average high school is confined to extra-curricular activities or isolated courses in the department of home economics. Again, the necessities and responsibilities of marriage and family life are referred to in school instruction only from rather remote points of view, yet the majority of those girls who marry after graduation do so within from three to five years after leaving school. A third instance may be taken from the field of language and literature. It has been found necessary to require the study of English in order to insure that pupils in high school receive what is thought to be a proper amount of instruction in this field. This is not the place to go into the question of the efficacy of the program in English, but a significant number of these graduates in their comments expressed the wish that they had received more instruction in English or had a better command of language. This after eleven years' training in the subject! It seems possible that a program of instruction based on reasonably accurate knowledge of the demands the pupil would later have to meet in adult activities would have a more definite function in the life of the individual.

In addition to the type of instructional needs suggested in the above examples, there is also the question of more direct vocational training. The development of the broader implied program in this field involves many new aspects of the

training program. One of the most important of these aspects is the possibility that it may become necessary to make a radical change in our ideas as to the length of a school term, or of the entire course. Conditions will have to be met as they develop. A more flexible connection with the world of trade and business must develop, and this must be done frankly and without regard for older conceptions concerning the length of time a high school course should take. The idea of a program wherein the pupil begins his trade or business experience while in school, gradually increasing the time given to his work and decreasing the time given to school until his field of adult activity absorbs all of his time, suggests some of the radical changes possible.

The statement that conditions will have to be met as they develop is not meant to imply a philosophy of opportunism. Rather, a program based on a knowledge of the needs and interests of the pupils concerned will need to be based on definite objectives deriving from the adult activities they may be expected to enter. This would imply a constant and analytic understanding of these activities. Referring to instruction in English once more, such a program would mean a knowledge on the part of the teachers of the vocabulary, the trade expressions, the very type of thing the pupil would later be called upon to say. As the language of the business and industrial world changed, the school would expect to reflect such changes. Such a program should go far in meeting current complaints from business men and others in adult life that high school graduates can neither write nor speak cor-

rectly. It should also go far in removing from the minds of high school graduates the feeling that they have not received practical and profitable training.

In conclusion: The high school curriculum in theory recognizes the need for a wider base for the objectives of the instructional program; in practice a more definite acknowledgment of a different source for these objectives appears necessary. This source may be found in the adult activities which lie in the immediate future of those graduates who are not destined for college training.

## BIBLIOGRAPHY

The following selected and annotated references may be valuable to one interested in various aspects of the post-school careers of high school graduates and the curricular problems connected therewith.

### Books

Counts, George S., The Selective Character of American Secondary Education, Chicago, Chicago University, 1922, 161 pp.

An exhaustive study of the high school population of four representative high schools showing the classes of American society, based on types of occupation and also on cultural levels, from which the population of American high schools is drawn. Shows that the non-labor classes are well represented in high school, while the labor classes are less well represented, with common labor not enjoying the advantages of secondary education to any appreciable degree. Concludes that secondary education must either adjust program to include all adolescents or openly adopt a selective policy and train for social leadership.

Spears, Harold, The Emerging High School Curriculum and Its Direction, New York, American Book Company, 1940, 400 pp.

Discusses the present situation of high school policy and the various phases of the curriculum movement. Presents full discussion of several state and local curriculum developments, with social implications. Concludes with analysis of the responsibilities of the high school principal in the field of curriculum development and implications of the curriculum for democratic society.

Wetzel, William A., Biography of a High School, New York, American Book Co., 1937, 319 pp.

A personal history of the writer's experience and philosophy in directing the policies of Central High School, Trenton, New Jersey. Contains analysis of the adjustment of the school's program to high school population and figures on the changing aptitudes of the average student. A practical history of a school's effort to provide a program for all classes of pupils.

### Articles and Studies

Aldrich, F. R., "Distribution of High School Graduates in Kansas," School Review, Vol. 24, pp. 610-616 (October 1916).

Based on 735 graduates from 47 Kansas high schools. Gives tables on numbers and percentages entering various occupa-

tions. Notes lack of attention in secondary program to life activities other than teaching, professions, and college preparation.

Ballan, Ray, "Are High Schools Worth While?" Journal N.E.A., Vol. 22, pp. 188-189 (October, 1934).

A study of occupational and geographic distribution of high school graduates in Ashland County, Ohio. Shows 67 per cent of local high school graduates remaining in home county. Argues that high schools are worth while for development of local citizenship.

Belt, Mildred, "Curriculum Revision from the Standpoint of Placement," Department of Education, City of Baltimore, Mimeographed Material, November, 1931.

A study of the placement of high school pupils and the implications for the curriculum. Points out the need for greater articulation between vocational field and curriculum.

DeYoe, F. E., and Thurber, C. H., "Where Are the High School Boys?" School Review, Vol. 8, pp. 234-247 (August, 1900).

A lengthy article reflecting the movement around 1900 to liberalize secondary education and increase the holding power for boys. Not a post-graduate study.

Dolch, E. W., "Geographical and Occupational Distribution of the Graduates of a Rural High School," School Review, Vol. 35, pp. 413-421 (June, 1925).

Tabulation of occupational distribution of the graduates of a rural high school. Finds majority in non-labor occupations and less than half resident in home community.

Leech, Don R., "An Analytic Study of the Graduates of the Harvard, Nebraska, High School," Educational Research Record, Vol. 2, pp. 127-139 (February, 1930).

A detailed study of the distribution of all the graduates, up to 1923, of the high school at Harvard, Nebraska. Correlations made between high school standing and success in life. Shows lack of holding power of agricultural community and argues for a wider base for financial support of rural high schools.

Mitchell, H. E., "Distribution of High School Graduates in Iowa," School Review, Vol. 23, pp. 81-90 (February, 1914).

Based on 845 graduates, ranked according to school marks. Finds that pupils entering college came from the highest tertile. Pupils entering business, trades, agriculture, came from lower ranks in the order named. Raises question as to curricular provisions for local business and trade occupations.

Pittenger, B. F., "The Distribution of High School Graduates in Five North-Central States," School and Society, Vol. 3, pp. 901-907 (June, 1916).

An excellent analysis of the occupational choices of 2,365



high school graduates in the first year after graduation. Includes both college and non-college graduates and notes sex factors involved in occupations.

Shallies, G. W., "Distribution of High School Graduates," School Review, Vol. 21, pp. 81-91 (February, 1913).

Based on study of 735 high school graduates in New York State. Shows percentages entering colleges, normal schools, immediate teaching, business, and trades. Gives tables and distribution graphs based on high school grades. Concludes high school program most closely related to college and normal schools.

"The Post-School Careers of Welch Boys and Girls," School and Society, Vol. 31, p. 863 (June, 1928).

A report on the occupational distribution of graduates of secondary schools in Wales. Percentages as follows: College 12, Professions 15, Business and Industry 33, at Home 15, Agriculture 10, Miscellaneous 20.

Thorndike, E. L., and Symonds, P. M., "Occupations of High School Graduates and Non-Graduates," School Review, Vol. 30, pp. 443-451 (June, 1922).

A comprehensive review of previous studies, with a larger study of representative high schools and a longer period of time. General agreement with smaller studies but provides wider statistical base.

The following is a list of references pertinent to the field of this study, not annotated.

Allen, Richard D., "Continuous Follow-Up Survey in the Senior High School," Junior-Senior High School Clearing House, Vol. 7, pp. 44-49 (September, 1932).

Beery, John R., "Who Goes to College?" Educational Administration and Supervision, Vol. 25, pp. 25-36 (January, 1939).

Besch, Emil M., "Occupations of Graduates of a Small High School," School Review, Vol. 45, pp. 447-451 (June, 1937).

Bostwick, Prudence, "They Did not Go to College," Educational Research Bulletin (Ohio State University), Vol. 18, pp. 147-162 (September, 1939). Excerpts: Education Digest, Vol. 5, pp. 22-25 (November, 1939).

Clem, Orlie M., and Dodge, S. B., "Relation of High School Leadership and Scholarship to Post-School Success," Peabody Journal of Education, Vol. 10, pp. 321-329 (December, 1939).

Cloyd, N. M., "Follow-Up of Graduates from Three Missouri High Schools," High School Teacher, Vol. 10, pp. 59-60 (February, 1934).

- David, C. E., "A Study of High School Graduates with Reference to Level of Intelligence," Journal of Educational Psychology, Vol. 23, pp. 687-702 (December, 1932).
- Ellis, A. C., "Percentage of High School Boys Who Leave School and Reasons Therefor," Proceedings N.E.A., 1903, pp. 792-801.
- Farr, H. L., "Industrious Mediocrity," School and Society, Vol. 41, pp. 604-605 (May, 1935).
- Finegan, T. E., "Education and Industry," Educational Record, Vol. 5, pp. 92-103 (April, 1924).
- Frisch, Verne A., "Comparative Study of the Students of a Graduating Class of 1933," Journal of Business Education, Vol. 9, pp. 19-20 (February, 1934), pp. 21-22 (March, 1934).
- Gompers, S., "Workers and Education," Educational Review, Vol. 61, pp. 381-383 (May, 1921).
- Gorselline, D. E., "Effect of Schooling upon Income," Thesis, Indiana University, 1932.
- Hamlin, Herbert M., "Residences in 1932 of Iowa High School Graduates 1921-1925," Journal of Educational Research, Vol. 27, pp. 524-528 (March, 1934).
- Hollingsworth, Leta S., "After High School, What?" Parents' Magazine 4, pp. 20-21 (June, 1929).
- Howard, W. L., "Helpless Youths and Useless Men," American Magazine, Vol. 67, pp. 51-56 (November, 1908).
- Hall, G. S., "High School as the Peoples' College," Proceedings N.E.A., 1902, pp. 260-272.
- Howard, W. L., "What Becomes of High School Graduates?" School Executive, Vol. 57, pp. 268-269 (February, 1933).
- Kelly, F. C., "Boy Who Hated School," Collier's Weekly, Vol. 72, pp. 381-383 (May, 1921).
- Lee, F. A., "Counseling the Non-University High School Graduate," Industrial Arts Magazine, Vol. 19, p. 48-51 (February, 1930).
- Manahan, A. C., "High School Pupils and White Collar Jobs," Industrial Arts Magazine, Vol. 13, p. 48-51 (December, 1930).
- McAndrew, Wm., "Where High School Fails," World's Work, Vol. 16, pp. 10643-51 (September, 1908).
- McNutt, Paul V., "Relation of Education to Citizenship," Proceedings N.E.A., 1930, pp. 783-791.

- Punke, Harold H., "Migration of High School Graduates," School Review, Vol. 42, pp. 26-39 (January, 1934).
- Shannon, J. R., and Farmer, J. C., "Correlation of High School Scholastic Success with Later Financial Success," School Review, Vol. 40, pp. 51-54 (January, 1932).
- Taylor, C. C., "Educating Citizens for Life," Southern Workman, Vol. 54, pp. 364-367 (August, 1925).
- Young, Orville L., "Occupational Distribution of High School Graduates According to Curriculum Followed in High School," Agricultural Education, Vol. 5, pp. 182 (June, 1933).

## VITA

Lamar R. Stanley

Born ..... May 2, 1892, Aurora, Nebraska.

Attended Aurora High School, Aurora, Nebraska, 1905-1909.

A.B. Degree, University of Nebraska, June, 1915.

Principal, Roseland High School, Roseland, Nebraska, 1912-1913.

Principal, Stella High School, Stella, Nebraska, 1915-1917.

Principal Trumbull High School, Trumbull, Nebraska, 1918-1919.

Head of Science Department, Newport News High School, Newport  
News, Virginia, 1922-1926.

Assistant Principal, Newport News High School, Newport News,  
Virginia, 1927-1936.

Principal, Newport News High School, Newport News, Virginia,  
1937- .